



Pinfold Street
Primary School



**Combined Special Educational Needs
and Disability (SEND) policy
SEN Information Report
Version 10
September 2024**

Special Educational Needs and Disability (SEND) policy

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Combined Special Educational Needs and Disability (SEND) policy and SEN Information Report **September 2023**

This combined document includes the following:

1) Guidance from the SEND Code of Practice (June 2014), the Equality Act 2010 and Part 3 of the Children and Families Act 2014 relating to school systems for responding to the needs of pupils with SEND.

2) The information that schools must report on in their SEN Information Report. This report is required to be issued to parents annually and also published on the school website. For the purpose of this SEND policy, information on the inclusions in the SEN Information Report have been taken from Schedule 1 of The Special Educational Needs and Disability Regulations 2014. This list is similar to the list included on P95-96 of the SEND Code of Practice June 2014 but in addition includes

- requirement to identify additional support for learning that is available to pupils with SEN
- the contact details of support services for the parents of pupils with SEN including those arrangements made in accordance with section 32, (notices sent by a local authority in regard to mediation)
- information on where the Local Authority's (LAs) local offer is published

N.B. The thirteen statements in Schedule 1 are identified by the bracketed information (e.g. Schedule 1 Point 4). These are statutory inclusions and must be included to ensure the SEND policy complies with the legislation.

3) The questions included in the SE7 Local Offer: Framework and Guidance. These are not statutory, but as the whole thrust of the new legislation is to improve the confidence of parents in the SEN system, these questions, co-produced by parent, carers, young people and professionals on the information they would like from schools regarding their SEN provision, provides an excellent framework. The fourteen questions are identified by the bracketed information (e.g. SE7 1 Q3). In the majority of cases, these questions match with the statutory requirements i.e. the SE7 number is followed by a Schedule number.

Special Educational Needs and Disability (SEND) policy

1) Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN and provide equal opportunities for all.
- To ensure that aspirations and expectations for all pupils with SEND are high.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - Communication and interaction,
 - Cognition and learning,
 - Social, mental and emotional health,
 - Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) Safeguarding

It is recognised that children identified as having special educational needs are more vulnerable than children who have not been identified as they may find it more difficult to understand if they are victims of abuse, whether that it is child on child abuse, online abuse or abuse from an adult. They may also find it more difficult to communicate concerns or abuse with trusted adults.

We aim to ensure that:

- All children are protected from maltreatment and prevention of impairment to physical and mental health.
- To ensure growth and development within safe and effective care.
- To take action to ensure all children have the best life chances.
- To ensure that children with complex language needs, disabilities and vulnerabilities are safeguarded through staff receiving specific training on how to identify possible signs of abuse and regular refreshers of these.
- To provide a key worker for children with complex language needs, disabilities, and vulnerabilities in order to build close trusted relationships and knowledge of the child. Provide the child a range of ways to communicate such as: visuals support systems and signing where necessary.

3) What are Special Educational Needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

4) The kinds of Special Educational Needs for which provision is made at the school (Schedule 1: point 1)

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or
 - the attendance of the child or young person would be incompatible with the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the

draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

5) How does our school know if children need extra help? (SE7 1 Q1) (Schedule 1: Point 2)

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level 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 levels of progress (pupil progress meetings)
 - . Through a pupil being raised in pupil progress meetings
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 - (i) Communication and interaction
 - (ii) Cognition and learning
 - (iii) Social, mental and emotional health
 - (iv) Sensory/physical
- A pupil asks for help or signals for help.

Within school, pupils with SEND are identified on the school SEND overview so that provision to meet their needs can be routinely planned for.

There are other factors which could impact upon progress and attainment which would not mean that the young person would have SEND.

These include:

- Attendance and punctuality
- Health and welfare (including safeguarding concerns or being subject to a child in need plan/ child protection plan)
- Being a looked after child
- English as an additional language

6) What should a parent do if it thinks their child may have special educational needs? (SE7 1 Q1) (Schedule 1: Points 2 and 4)

- If parents have concerns relating to their child's learning then initially they can be discussed with the child's class teacher. This then may result in a referral to the school SENCO – Mrs J Potts. Parents can contact Mrs Potts on 0121 568 6366.
- Parents may also contact the the Headteacher (Mrs T Beech) directly if they feel this is more appropriate. Mrs Julie Morgan, the Parent Support Advisor may also be able to support any concerns, she can be contacted on 07525 764479.
- 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.

7) How will the school support a child with SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils 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.

- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - classroom observation by the senior leadership team, the SENCo, external verifiers,
 - ongoing (3 times a year) assessment of progress made by pupils with SEND,
 - teacher meetings with the Inclusion Manager/SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
 - pupil and parent feedback on the quality and effectiveness of interventions provided,
 - attendance and behaviour records.
- All pupils will be included in any educational visit and/or after school clubs/activities
- All pupils have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system(termly) and also at events such as Parents' and Open Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in half-termly progress meetings that are undertaken between the class teacher and members of the Senior Leadership team.
- 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, additional interventions are provided to further support the success of the pupil.
- 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 SEN support and their partnership sought in order to improve attainments. An Early response is then put in place.

Action relating to SEN support will follow an Assess, Plan, Do and Review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil'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 pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
3. **Do:** SEN 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 pupil 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 pupil.

- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families. (*see also Section 12*)
- For a very small percentage of pupils, whose needs are significant and complex and the SEN 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 (EHC) plan being provided. The school will then put in place an extra provision that is suggested in this EHCP.

8) How will the curriculum be matched to each child's needs? (SE7 Q3) (Schedule 1: Point 3)

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil 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 SENCO and/or external specialists.

- In addition if it is considered appropriate, pupils 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.

9) How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also find the home-school communication a useful tool to use to communicate with school staff on a more regular basis (Seesaw)
- Parents will also be asked to attend termly support meetings (2 x Parents evenings and 1 x Open evenings) where the child's progress towards their targets will be discussed. During these meetings, we will also discuss any work that has been completed by outside agencies. Parents will receive a copy of the targets and any reports from outside agencies to take home.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCO, or a member of the Senior Leadership Team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0121 568 6366.

10) How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)

- Please look at the school website. It can be found at <https://www.pinfoldstreetprimary.co.uk/> and 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 SENCO may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year, please contact Julie Morgan, the Parent Support Advisor (PSA), for further details.
- 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 SENCO who will locate information and guidance for you in this area.

11) What support will there be for children overall well-being? (SE7 Q5) (Schedule 1: Point 3)

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Health, Social and Emotional (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being and support British values and BLP.
- The school runs Nurture Groups. These are small group, evidence-led interventions to support pupil's well-being delivered to targeted pupils and groups. Children are identified through half-termly Pupil Progress meeting and aim to support improved interaction skills, emotional resilience and well-being.
- The Nurture team also runs a meet and greet in the mornings, as pupils arrive so that they are able to share any concerns or worries that they may have before they go into school. The children are also issued time out cards which allows them to speak to a member of the Nurture team throughout the day.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- Pupils requiring extra support with SEMH are assessed via Boxalls and Edukit. This is then analysed so support can be targeted .
- Pupil interviews are a regular part of the school monitoring process.
- The school has an Anti-Bullying Policy and has achieved an Anti-Bullying Charter award.
- The school has a stay safe board, that contains Childline, E-safety, PANTS and mental health information.
- A range of therapeutic programmes are practised in school such as play and art therapy

12) Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with health professionals, parents and if appropriate, the pupil themselves.

- All medicine administration procedures adhere to Walsall LA policy (Support children with medical needs) and Department of Education (DfE) guidelines included within *Supporting Pupils at School with Medical Conditions (DfE 2014)*.

13) What specialist services are available at the school? (SE7 Q6)

The school has access to a range of specialist support as part of the Walsall LA Local Offer. These services include:

1. Speech and Language Therapy
2. Educational Psychology Service
3. School Health/nurse Service
4. Hearing Impairment team
5. Visual Impairment team
6. Occupational Therapy
7. Physiotherapy
8. Autism Outreach Team
9. Walsall Social Services
10. Walsall Child & Adolescent Mental Health Service

School also purchases additional session and services from CADUMS inclusion and S4S

14) What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)

In the last three 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 pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- Emotion coaching
- Safeguarding (Child Protection Level 1)
- E-Safety
- Implementing the 2014 SEND Code of Practice
- Nurture Group provision

Enhanced training for targeted groups or individual staff on:

- Introducing Talk Partners
- How to support pupils on the autistic spectrum
- Creating an SEN Friendly Classroom
- Leading a Nurture Group
- Dealing with Dyscalculia
- Memory for Learning
- Using Makaton
- Advanced behaviour management
- Medical Needs and Care Planning
- Supporting children New to English
- EAL training
- VI
- HI
- Early years SEN Tool kit

Specific training sessions with teachers and teaching assistants will continue to be delivered throughout the year as needs or opportunities arise.

Specialist training has been provided to the SENCo on:

- The school has regular visits from SEN Specialist Teachers and Educational Psychologists who provide advice to staff support the success and progress of individual pupils
- Speech and Language Therapists visits termly to assess and plan support for targeted pupils. These programmes are then delivered by trained Higher Level Teaching Assistants.
- Attendance at the SENCO Update meetings
- Provision Mapping
- SEND Deep Dive
- Handling data (SEND)
- SEND and the Law
- How to be a SENCO in Walsall Local Authority

Joanne Potts (SENCO) has been awarded the National Diploma for Coordination of Special Educational Needs.

15) How will my child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- All children with an additional needs are named in the planning section of trips, to ensure that they are catered for fully (1:1 support is provided where required)
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity or trip.
- Ramps ensure the site is accessible to all
- Additional support and reasonable adjustments are made so that all pupils are able to access educational visits and after school activities/clubs

16) How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)

The following adaptations have been made to the school environment:

- Disabled parking spot.
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A changing station has been set up in the Reception classrooms area
- Helping hands room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.
- Any additional equipment (e.g. pencil grips, coloured overlays, which can be collected from Mrs Potts) or modified resources that are required for lessons will be prepared in advance in accordance to the child's needs/care plan.
- A hoist is being fitted in the disabled toilets
- There is a lift for pupils and staff to use to be able to access the second floor classrooms. There is an EVAC chair that named staff are trained to use safely if there was to be a fire.
- All information from outside agency are shared with the class teacher so that any suggested: teaching tools, equipment or support can be implemented.

Our Accessibility and Equality Duty Plan (a 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.

17) How will the school prepare/support my child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12) (see also Admissions Policy)

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

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils 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 SENCO meets 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 located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents/carers within the first term to identify and reduce any concerns.

Transition to the next school (Schedule 1: Point 12):

- The transition programme in place for pupils 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.
- The annual review in Y5 for pupils with 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 pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils 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.

18) How are the school's resources allocated and matched to children's special educational needs? (SE7 Q11) (Schedule 1: Point 6)

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
 4. For those pupils 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 pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the broad areas of need:
 1. Cognition and Learning
 2. Social, Emotional and Mental Health
 3. Communication and Interaction
 4. Sensory and/or Physical
 - If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the SENCO or a member of the Senior Leadership Team.

19) How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at a termly review meetings with the SENCO, class teacher and parent/carer. Children are also discussed individually at pupil progress meetings with the class teacher, SENCO, intervention manager and deputy head.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an Annual Review.

20) How will I be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)

This will be through:

- discussions with the class teacher, PSA, SENCO or Senior Leadership Team member,
- during Parents Evenings,
- during SEN target setting meetings
- pupil progress meetings
- open door policy
- <https://facewalsall.wordpress.com/> meetings with support and external agencies.

21) What arrangements does the school make for consulting with pupils with special educational needs and disabilities about involving them in their education?

- Children fill in questionnaires' and BLOB trees to express how they are feeling about different areas/subjects within school.
- Pupils voice are completed
- Boxalls
- Edukit
- Children attend parent's evenings, SEN target setting meeting and Annual reviews.
- 1 page summary's and My views
- All about Me books

22) Who can I contact for further information or if I have any concerns/complaints? (SE7 Q 14) (Schedule 1: Point 9)

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCO,
- The Headteacher or other member of the Senior Leadership Team,
- The School Governor with responsibility for SEN, this is currently Emma Yates

Every effort will be made to ensure fair treatment for all.

23) Support services for parents of pupils with SEN include: (Schedule 1: Point 8)

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Walsall Parent Carer Forum <https://facewalsall.wordpress.com/>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>
- Parent can also seek advise from the new Walsall SENDIASS Team Phone: 0808 802 6666
Email: Walsallsendiass@family-action.org.uk

24) Where can Walsall Local Authority's Local Offer be found. (Schedule 1: Point 11 and 13)

<http://www.mywalsall.org/walsall-send-local-offer/>

References

The **SEND Code of Practice** (June 2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations
<http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions <http://preview.tinyurl.com/p4qu8ar>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

The Special Educational Needs and Disability Regulations 2014 <http://preview.tinyurl.com/m2bnos4>

Glossary

*(A glossary of terms is also included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SA: School Action

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCO: Special Educational Needs Coordinator (also written as SENCO)

Statement: Statement of Educational Need

PPS: Parent Partnership Services

PSA: Parent Support Advisor

This document will be reviewed in September 2025