

Coleshill Church of England Primary School



'Inspiring our children to flourish and enjoy 'Life in all its fullness' (John 10:10)

SEND Information Report

Policy developed by: Emma Hughes

Committee: Local Academy Board

Date of adoption: : Spring 2023

Frequency of reviews: Annually

Reviewer: Mrs Rutherford

Date of review:	Chair of Governors:
Spring 2024	Mr David Lloyd



Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. We want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy too - [Coleshill C of E Primary School - SEND \(coleshillprimary.org.uk\)](https://coleshillprimary.org.uk).

You should also read this policy in conjunction with our accessibility policy - [Coleshill C of E Primary School - Accessibility plan and policy \(coleshillprimary.org.uk\)](https://coleshillprimary.org.uk)

Contents of this information report:

1. Who is the best person to talk to if I have a concern about my child?
2. What kinds of special educational needs does the school make provision for?
3. What should I do if I think my child has special educational needs?
4. How will the school know if my child needs additional support?
5. How will school measure my child's progress?
6. How will I be involved with making decisions about my child's education?
7. How will my child be involved in decisions made about their education?
8. How will school adapt its teaching for my child?
9. What additional help is available for my child from outside agencies?
10. How will the school resources be secured for my child?
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?
12. How accessible is Coleshill Church of England Primary School?
13. How does the school make sure the admissions process is fair for pupils with SEN or a disability?
14. How will my child be supported when they start, move through and finally when they leave school?
15. What is an Education Health Care Plan (EHC Plan)?
16. As a parent of a child with SEN what do I do if I need to complain and how will it be dealt with?
17. How does the school governing body support school?
18. What support is available for me and my family?



1. Who is the best person to talk to if I have a concern about my child?



Your child's class teacher

Mrs Thompson
-Family Support Worker

Mrs Hodges
– Nursery SENCo

Mrs Fagg
-Phase Leader for Year 2/3

Mr Jolley
-Phase Leader for Year 4/5/6

Mrs Rutherford
-Assistant Head Teacher
-Designated Senior Lead Mental Health
-Deputy DSL
-SENCo

Mrs Prince
-Assistant Head Teacher
-Deputy DSL

Mrs Currin
-Deputy Head Teacher
-Designated Senior Lead Mental Health
-Behaviour Lead
-Phase Leader for Nursery / Early Years
-Deputy DSL

Mr Edwards
- Head Teacher
-Designated Safeguarding Lead

Where to find your class teacher:

<https://www.coleshillprimary.org.uk/about-us/staff-list-1-1>



Your child's class teacher

Mrs Thompson

Mrs Fagg

Mr Jolley

Mrs Currin

Mrs Rutherford
SENCo

Responsible for the progress of children in their class and identifying those that may need further help.

Adapt planning, teaching and resources to meet the needs of all children in their class.

Setting outcomes for children in their class.

Planning for interventions.

Providing adapted universal provision in classrooms.

office@coleshill.bdmatt.org.uk

Mrs Thompson is our family support worker and helps to support families in our community.

- Supporting children with Emotional Literacy support
- Offers check-ins for children, affording them a safe space to offload.

-Helping to oversee provision in their phase.

- Arranging support for children in their phase
- Monitoring progress of children in their phase.
- Supporting staff in their phase with training.
- Working with parents of children in their phase.

-Helping to oversee provision in their phase.

- Arranging support for children in their phase
- Monitoring progress of children in their phase.
- Supporting staff in their phase with training.
- Working with parents of children in their phase.

-Helping to oversee provision in the Early Years and Year 1.

- Arranging support for children in Early Years and Year 1.
- Monitoring progress of children in Early Years and Year 1.
- Supporting staff in Early Years and Year 1 with training.
- Working with parents of children in Early Years and Year 1.

-Helping to coordinate SEND provision in the school and working with Mrs Hodges in Nursery, who coordinates SEND nursery provision.

- Develop and monitor the schools graduated approach for support.
- Arranging support in place for children in school and working with outside agencies.
- Providing staff for training.
- Working with parents and involving them in their child's learning.

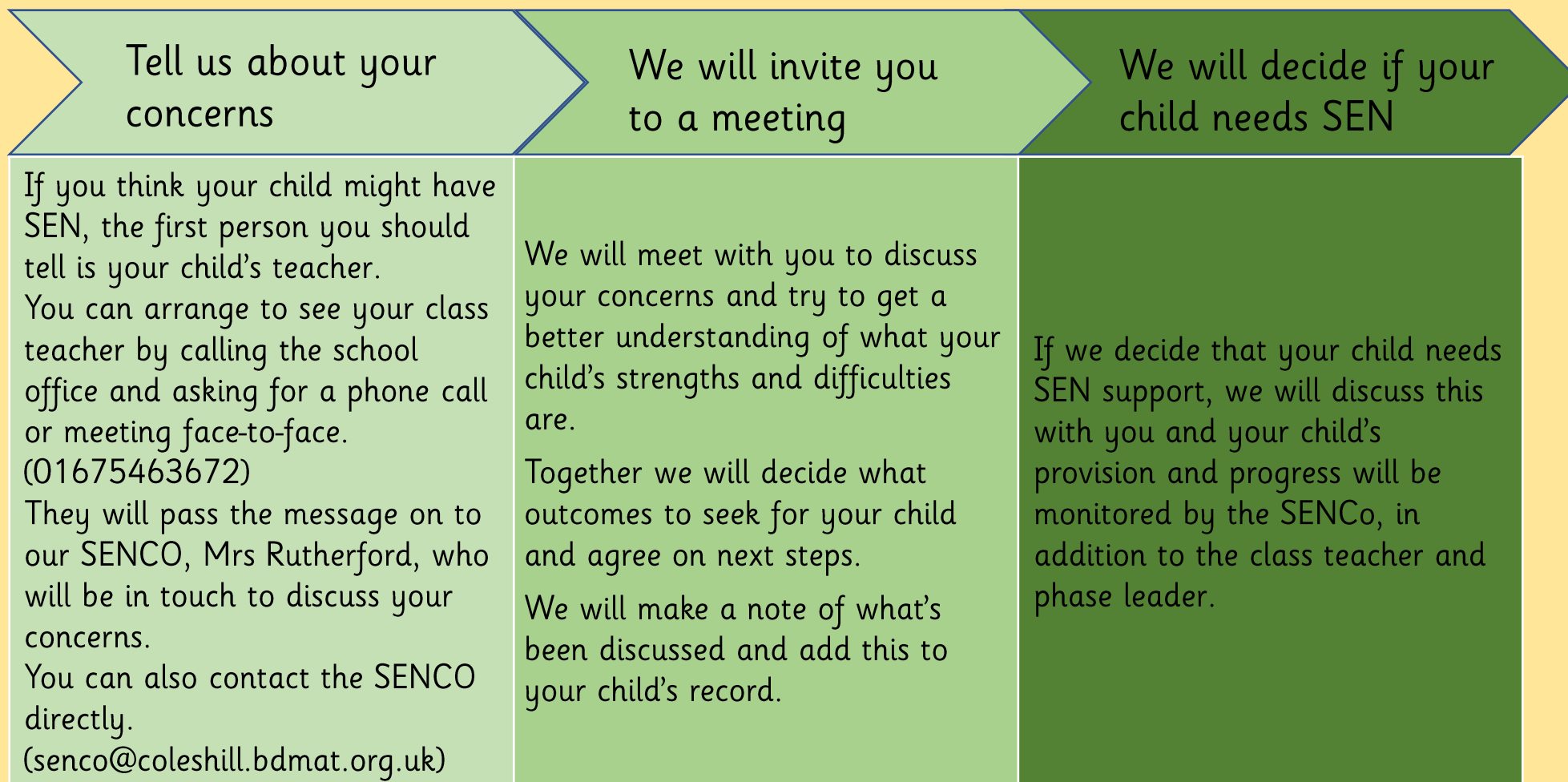
senco@coleshill.bdmatt.org.uk

2. What kinds of special educational needs does the school make provision for?



Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
Autism Speech and Language difficulties	Moderate learning difficulty Specific learning difficulty Severe learning difficulty	ADHD Attachment	Hearing, visual or physical impairment Sensory processing disorder Multi-sensory impairment
Some children might need: <ul style="list-style-type: none"> - Help to understand what others are saying - Help to communicate their ideas - Help to talk and listen to others - Help to say certain sounds and words - Help to cope with new things - Support with understanding routines - Support with coping with changes - Support with learning news words 	Some children might need: <ul style="list-style-type: none"> - Help to break down information - More time to think about answers - Information to be presented in different ways - Help to remember information - Information to be repeated - Whole class, small group or individual support 	Some children might need: <ul style="list-style-type: none"> - Help to regulate their emotions - Help to understand their feelings - Support understanding and following school rules - Understanding dangers and keeping themselves safe - Listening and following instructions - Supporting making and keeping friendships 	Some children might need: <ul style="list-style-type: none"> - Help with their sight or hearing - Help moving around the school building and grounds - Access to specialist equipment - Adaptations to the curriculum such as adapted PE or writing/recording equipment - Help with medical needs and medication

3. What should I do if I think my child has special educational needs?



4. How will the school know if my child needs additional support?



<p>Class Teachers monitor pupil progress in schoolwork and emotionally and socially.</p>	<p>The SENCo works closely with teachers to offer support.</p>	<p>We will discuss your child's needs with you.</p>	<p>We will all work together to find ways to support your child.</p>
<p>All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.</p>	<p>If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo and we have systems in place to track these discussions. The SENCO will observe the pupil to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.</p>	<p>The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.</p>	<p>Based on all of this information, the SENCo will decide whether your child needs SEN support. If your child does need SEN support, their name will be added to the school's SEN register, and the SENCo will work with you to discuss any next steps and actions and how this will be reviewed.</p>

5. How will school measure my child's progress?



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

The graduated approach is a 4-part cycle of assess, plan, do, review. The SENCo, senior leaders, class teachers, learning support assistants and teaching assistants, parents and pupils and external agencies could all be involved in this process.

4. Review

We will assess how well the support we put in place helped your child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer. If a child is on a 'personal plan' we will work with you and your child to complete a review together. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined. Sometimes a child needs further support and we can get help from external agencies, or look towards applying for an educational health care plan, if we feel we have followed the graduated approach and the pupil continues to need ongoing support. We will work with you for this. If a child already has an EHCP, we will complete an annual review with all relevant people involved.

1. Assess

If your child is not making the expected level of progress, we will complete further assessments to find out what your child's strengths and weaknesses are and discuss what further support they need with senior leaders and parents/carers. For school age pupils, we use a range of assessment tools, including early learning goals in Reception and national curriculum levels. For those children not accessing age-related levels we use continuum bands in Literacy and Numeracy that allow us to track progress from nursery to Year 6. We also have other tools that allow us to assess communication, social and emotional needs and physical and sensory needs. Teachers will use outcomes from lessons on a daily basis to help form assessments. We can also get help from external agencies with assessments.




3. Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

2. Plan

We will work together to decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this on provision maps and share it with you and all relevant school staff. Some children require more help, and we will create 'personal plans' for these children, working together with you and your child.



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



We will provide annual reports on your child's progress. Your child's class teacher will meet you at least twice a year at parents evening, and a third time if you require support after you receive the annual report. This will include:

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

If your child has a personal plan, you will meet your child's class teacher an additional 3 times in a year to complete the above points.



We know that you're the expert when it comes to your child's needs and aspirations. So 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 also 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 you have concerns at any time about your child's progress, please contact your child's class teacher in the first instance. You can call the office on 01675463672 and ask to arrange a meeting with them, or you can email at office@coleshill.bdmatt.org.uk.

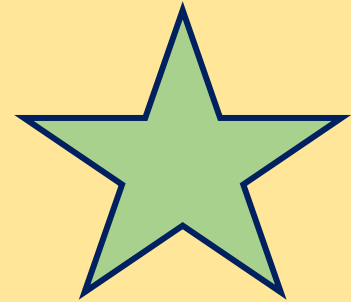
7. How will my child be involved in decisions made about their education?



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. This would be appropriate to their age and ability and if needed their ideas can be scribed for them
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey or questionnaire



8. How will the school adapt it's teaching for my child?



At our school there are three levels of support that we use to adapt our teaching and meet the needs of our SEN pupils. Please also see our accessibility plan.

Universal Provision

This is support within the classroom which include:

- High quality teaching and access to a broad and balanced curriculum.
- Changes to lessons and the classroom environment as appropriate.
- Additional adult support.
- Providing extra resources such as task boards, social stories, pencil grips, sloping boards.
- Using visual aids such as pictures or objects.
- Using technology and apps to support learning.
- Access to sensory resources and movement breaks

Targeted Support

This is additional learning outside the classroom:

- Bespoke intervention groups. This is where children are taught in small groups at a pace that suits their needs.
- Evidence-based intervention groups. These are structured and follow a set programme that has been designed to meet a specific need. Examples of this are accelerated spelling or Lego Therapy.

Higher Need (or enhanced) Support

This provides a high level of support often involving outside agencies:

- Nurture groups or emotional check-ins delivered by our Family support Worker / Trained Emotional Literacy Support Assistant.
- Access to our lunch time nurture group which focuses of social skills and team work.
- Speech and Language interventions delivered following a set programme designed by the therapist
- Play/Art therapy
- Other relevant outside agencies

9. What additional help is available for my child from outside agencies?



Specialist Teaching Service (STS)	<ul style="list-style-type: none">• School have a STS Teacher who supports children with learning difficulties and who are working below the expected level for their age. They also support school and children with communication and interaction, social emotional and mental health and sensory needs. This could involve observations and support, assessments, various screens and training for staff.
Educational Psychologist	<ul style="list-style-type: none">• School have an Education Psychologist who works with children who have complex needs. This could involve observations and support, assessments and training for staff.
Integrated Disability Service (IDS)	<ul style="list-style-type: none">• This service works with children with a range of physical difficulties and complex medical difficulties.
COMPASS – School nursing team	<ul style="list-style-type: none">• This service work with children and parents with a range of medical conditions such as allergies, asthma, toileting, epilepsy and unmet medical needs. They can also support with eating and sleeping.• Referrals can be made by school or by parents. <p>https://www.compass-uk.org/services/c4h/</p>

Physiotherapy and Occupational Therapy

- School can refer children to these services to access further support with physical and some medical needs. This could include observations, assessments and programmes for interventions.
- They can create care plans to support staff lifting and moving vulnerable children.

Family Support Worker

- School have an in-house family support worker who is trained to support families within our community. You can speak to Mrs Thompson by contacting the school office on 01675463672.
- School can also refer for further support for children and parents from the Family Information Service, and parents can also self-refer to request help.

Warwickshire families: [Children and families – Warwickshire County Council](#)

Solihull families: https://edportals.solihull.gov.uk/Synergy/Live/SynergyWeb/Solihull_FSD/

Birmingham families: <https://www.birmingham.gov.uk/FamilyHubs>

RISE

- They support children with Emotional and Mental Health needs.
- Referrals can be made by parents, older pupils and school.
- Neurodevelopmental referrals are also completed to this service when seeking an Autism or ADHD diagnosis.

[Home | CAMHS \(cwrise.com\)](#)

<https://cwrise.com/how-to-refer-to-services>

RISE - Dimensions Tool

- The Dimensions of Health and Wellbeing is a free online tool providing self-care information to support adults, children and young people in Coventry and Warwickshire.

<https://cwrise.com/dimensions-tool>

**Birmingham
Neurodevelopmental Pathways
(NDP)**

- The NDP team is a multidisciplinary (MDT) professional service that assesses children and young people living in Birmingham, for neurodevelopmental disorders such as autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD).
- <https://www.bhamcommunity.nhs.uk/ndp-asd-referrals/>

**Solihull Specialist
Assessment
Service (SAS)**

- The team at the Specialist Assessment Service provides assessment, diagnosis and support services for children/young people with complex medical and/or developmental needs including difficulties that may indicate an Autism Spectrum Disorder (ASD).
 - For children who live and have a GP in Solihull, Neurodevelopmental referrals are completed to this service when seeking an Autism or ADHD diagnosis.
- <https://childrenscommunitytherapies.uhb.nhs.uk/specialist-assessment-service/about-the-specialist-assessment-service/>

10. How will the school resources be secured for my child?



It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

Schools receive a certain amount of funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment and support).

If a pupil's Education Health Care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents/carers will have a say in how this is used.

Parents/carers will be told if this means that they are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

Children who qualify for 'Pupil Premium' are tracked and monitored, allowing specific, appropriate interventions to be put in place.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



We make sure there are no barriers to your pupils with SEN enjoying the same activities as other pupils in your school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Manor Adventure in Years 5 and 6.

All pupils are encouraged to take part in sports day, school plays, special workshops etc.

We will make whatever reasonable adjustments are needed to make sure that every child takes part.



12. How accessible is Coleshill Church of England Primary School?



Wide open corridors for wheelchair access

We have two disabled toilets

We have portable ramps for where needed

We have a disabled parking space in the car park

Please see our accessibility policies for the school, and the BDMAT, on the school website.

<https://www.coleshillprimary.org.uk/policies/accessibility-plan>

All classrooms have external doors with access to level playground areas (except 1 Reception and 1 Year 1 classroom)

Level playground around outdoor space.

Dropped curbs to be able to access level of playground

We do not have shower facilities for washing children.

13. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



Admissions

School admissions are governed by the School Admissions Code. Coleshill C of E Primary School ensures that the admissions process is fair for pupils with SEN or a disability by complying with all relevant legal requirements. Admission for any child, including those with SEND, is through Warwickshire's school admissions.

<https://www.warwickshire.gov.uk/admissions>

Please also see our admissions policy on the school website.

<https://www.coleshillprimary.org.uk/policies/admissions-policy>

Strategies to support admissions and transitions between schools

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- Paperwork / records are shared between schools.
- Additional transition visits can also be arranged for pupils who need extra time in their new school.
- Any relevant adults, including Class teachers and the SENCo, are always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff are encouraged to visit pupils prior to them joining their new school.
- Mrs Rutherford liaises with the SENCOs from the secondary schools to pass on information regarding SEN pupils.

If you have any general questions about admissions, please ask to speak to Mrs Holt. If you have any SEND questions relating to admissions, please ask to speak to Mrs Rutherford. 01675463672

14. How will my child be supported when they start, move through and finally when they leave school?



Starting in Nursery	Starting in Reception	Moving Through	Leaving
<p>You will be invited to a settling in session with your child where you will meet the key adults that will be working with your child.</p> <p>Children will take part in settling in sessions.</p>	<p>You will be offered a meeting or telephone call with your child's new class teacher and/or the SENCo. You will also receive a welcome booklet.</p> <p>We contact or visit their pre-school setting.</p> <p>Children will take part in a transition morning to visit their classroom and meet their new class teacher.</p> <p>Children will complete a staggered start into Reception.</p> <p>At the beginning of the school year, the new Reception children will be supported at dinnertimes by their class teacher and/or Teaching Assistant.</p>	<p>In July, each class will take part in a transition morning, where they will get to visit their new classroom and work with their new teacher.</p> <p>Some children will have a transition booklet to take home with them over the summer, which shows pictures of their classroom, any news areas and new staff. Some children will also have communication passports that they can share with new staff.</p> <p>Some children will take part in a transition group intervention during June and July, that will allow them to talk about their news classes, how they feel about moving and what they could be worrying about which will be delivered by our Emotional Literacy Support Assistant.</p> <p>Class teachers will complete a thorough transition meeting with new class teachers and ensure all relevant information is passed on.</p>	<p>We will support all children as much as possible to make the transition to a new school as easy as possible.</p> <p>For those children moving to secondary schools, the SENCo will set up meetings with their new school to hand over notes and to talk about your child. Additional visits may be arranged to make sure your child feels confident to go to their new school.</p> <p>If a child leaves before Year 6, and we know the school they are moving to, we will speak to key staff at the new school and forward on any information.</p> <p>Where possible, we will also try to engage mentoring services for transition support for children moving to Secondary School.</p>

15. What is an Educational Health Care Plan (EHC plan)?



What is it?	Where can I find out more?		
<p>An EHC plan is a legal document that outlines a child's special educational needs and the provision needed to support that child. It is for children who require support beyond that which an educational setting can provide at SEN support.</p> <p>Parents, or schools, can apply for EHC plans. The local authority will look to see what support has been put in place following a graduated approach when making a decision as to whether to assess. You can see the local authority's referral process and assessment criteria following the link in the next column.</p>	<p>Warwickshire have a dedicated section on their website that outlines the referral and assessment criteria. https://www.warwickshire.gov.uk/send-resources/ehc-needs-assessment-documents-templates/5</p> <p>SENDIAS can also be a helpful source of information if you are thinking about whether an Education Health Care Plan is right for your child. See the links below for details of these. https://www.kids.org.uk/warwickshire-sendiass-front-page</p>	<p>Solihull have a dedicated section on their website that outlines the referral and assessment criteria. https://www.solihull.gov.uk/children-and-family-support/localoffer/EHC-assessment-process</p> <p>SENDIAS can also be a helpful source of information if you are thinking about whether an Education Health Care Plan is right for your child. See the links below for details of these. https://www.family-action.org.uk/solihullsendias/</p>	<p>Birmingham have a dedicated section on their website that outlines the referral and assessment criteria. https://www.localofferbirmingham.co.uk/education-health-and-care-plan/how-to-apply-for-an-ehcp/</p> <p>SENDIASS can also be a helpful source of information if you are thinking about whether an Education Health Care Plan is right for your child. See the links below for details of these. https://www.localofferbirmingham.co.uk/education-health-and-care-plan/how-to-apply-for-an-ehcp/</p>

16. As a parent of a child with SEN what do I do if I need to complain and how will it be dealt with?



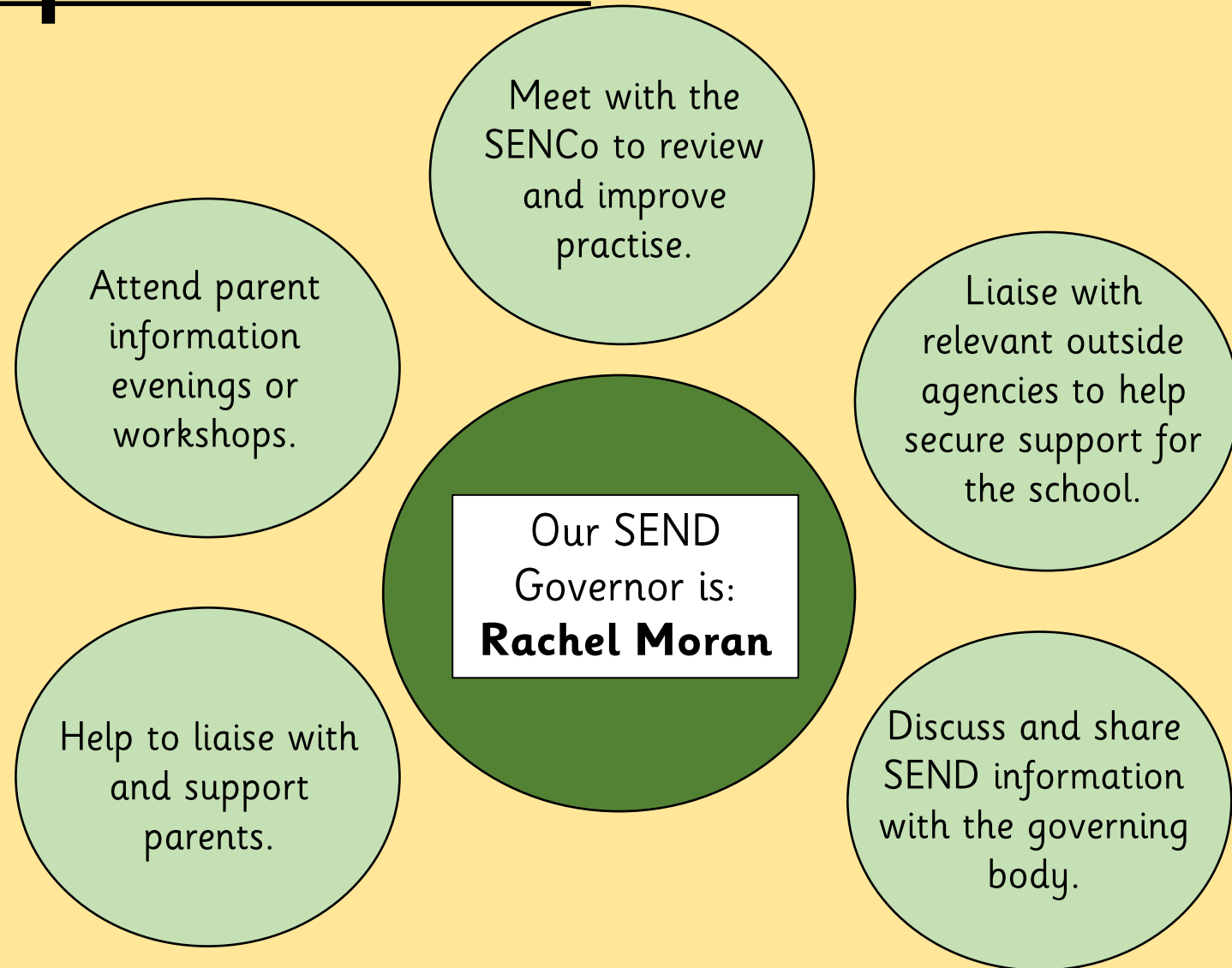
Speak to your child's class teacher. They may be able to support you or will signpost you where to go for further support.

Ask to speak to the SENCo, your child's phase leader, or another member of the senior leadership team. 01675463672
senco@coleshill.bdmats.org.uk

See the complaints and policy procedure on the school website.

[Coleshill C of E Primary School - Complaints \(coleshillprimary.org.uk\)](https://www.coleshillprimary.org.uk)

17. How does the school governing body support school?



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



Warwickshire's Local Offer	Family Information Service	SENDIAS	CAMHS - RISE	COMPASS – school nursing team
<p>Warwickshire's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have special educational needs and/or disabilities.</p> <p>https://www.warwickshire.gov.uk/send</p>	<p>We provide information, advice and one-to-one support for families with children and young people aged 0 to 25 across Warwickshire on issues including:</p> <ul style="list-style-type: none"> • family relationships • finance • housing • parenting support • special educational needs and disabilities (SEND) • childcare • health and wellbeing <p>https://www.warwickshire.gov.uk/fis</p>	<p>Warwickshire SENDIAS provides information, advice and support to disabled children and young people, and those with SEN from birth to 25, and their parents living in Warwickshire. 'Young people' means those aged between 16 and 25 years who can contact us independently if they wish to do so. Our accredited team of local advisors offers impartial, confidential advice and support on all matters relating to SEND.</p> <p>https://www.kids.org.uk/warwickshire-sendiass-front-page</p>	<p>Rise is a family of NHS-led services providing emotional wellbeing and mental health services for children and young people in Coventry and Warwickshire. Rise aims to build resilience and empower children and young people (as well as the adults in their lives) to know where to go for help and advice. It's made up of a number of different services, each led by mental health specialists.</p> <p>Home CAMHS (cwrise.com)</p>	<p>Connect for Health is a school nurse-led service that supports children, young people and their families in Warwickshire. We deliver key elements of the Healthy Child programme, working to identify and meet the health and wellbeing needs of the school-age population and give individuals the best possible start in life.</p> <p>https://www.compass-uk.org/services/c4h/</p>

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



Solihull's Local Offer	Solihull's Family Information Service	Solihull SENDIAS	SOLAR	COMPASS – school nursing team
<p>Solihull's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have special educational needs and/or disabilities.</p> <p>https://www.solihull.gov.uk/children-and-family-support/localoffer</p>	<p>The Family Information Service (FIS) provides information and advice to families to help them to access childcare, activities, support services, funded childcare places and free school meals in Solihull.</p> <p>https://www.solihull.gov.uk/children-and-family-support</p>	<p>Solihull SENDIAS provides information, advice and support to disabled children and young people, and those with SEN from birth to 25, and their parents living in Warwickshire. 'Young people' means those aged between 16 and 25 years who can contact us independently if they wish to do so. Our accredited team of local advisors offers impartial, confidential advice and support on all matters relating to SEND.</p> <p>https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/</p>	<p>Solar is a partnership between Birmingham and Solihull Mental Health NHS Foundation Trust, Barnardo's and Autism West Midlands and provides Emotional Wellbeing and Mental Health Services to Children, Young People and Families in Solihull.</p> <p>https://www.bsmhft.nhs.uk/our-services/solar/</p>	<p>Connect for Health is a school nurse-led service that supports children, young people and their families with children in a Warwickshire school. We deliver key elements of the Healthy Child programme, working to identify and meet the health and wellbeing needs of the school-age population and give individuals the best possible start in life.</p> <p>https://www.compass-uk.org/services/c4h/</p>

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



Birmingham's Local Offer	Birmingham Family Hubs	Birmingham SENDIASS	Forward Thinking Birmingham	COMPASS – school nursing team
<p>Birmingham's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have special educational needs and/or disabilities.</p> <p>https://www.localofferbirmingham.co.uk/</p>	<p>Birmingham Family Hubs bring together a range of organisations and professionals to offer early help services, advice, guidance, and support.</p> <p>https://www.birmingham.gov.uk/FamilyHubs</p>	<p>Birmingham SENDIASS is a self-referral service that provides information, advice and support to children under 16, young people (16-25) and the families of children and young people who have or may have special educational needs. Birmingham SENDIASS also provide information advice and support to professionals working with these young people and families.</p> <p>https://www.localofferbirmingham.co.uk/send-support-and-information-2/sendiaass/</p>	<p>Forward Thinking Birmingham is a new, modern mental health service offers support, care and treatment for all 0-25s through one organisation, making it easier for you to access the right support at the right time.</p> <p>They are a partnership of organisations that have come together to support children, young people and families in Birmingham. They also work with a number of organisations in the voluntary and community sector.</p> <p>https://forwardthinkingbirmingham.nhs.uk/</p>	<p>Connect for Health is a school nurse-led service that supports children, young people and their families in Warwickshire. We deliver key elements of the Healthy Child programme, working to identify and meet the health and wellbeing needs of the school-age population and give individuals the best possible start in life.</p> <p>https://www.compass-uk.org/services/c4h/</p>

Glossary



Annual Review	An annual meeting to review the provision in a pupil's EHC plan.
Area of need	The 4 areas of need describe different types of needs a pupil with SEND 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
EHC plan/EHCP	An education, health and care 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.
Graduated approach	An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.
Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind.
Local offer	Information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.
Outcome	Target for improvement for pupils with SEND. 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.
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENCo	Special Educational Needs Coordinator
SEND Code of Practice	The statutory guidance that schools must follow to support children with SEND.
SEN support	Special educational provision which meets the needs of pupils with SEN.
Transition	When a pupil moves between years, phases, schools or institutions or life stages.