

SEND Information Report



**COLESHILL C of E
PRIMARY SCHOOL
AND NURSERY**

With God's love, we grow and flourish together

Policy developed by: Jessica Rutherford

Committee: Local Academy Board

Date of adoption: Spring 2023

Updated: Spring 2024

Reviewed: Spring 2025

Frequency of reviews: Annually

Date of next review: Spring 2-27

Reviewer: Mrs Rutherford

Date of review:	Chair of LAB:
Spring 2024	Approved by Mr David Lloyd
Spring 2025 – Updating of links in the document.	Review approved by LAB 8th April 2025
May 2025 – Inclusion of point 19.	Review approved by LAB
Spring 2026	Review approved by LAB February 2026
DUE: Spring 2027	



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PRIMARY SCHOOL
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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.

You should also read this policy in conjunction with our accessibility policy.

Contents of this information report:



**COLESHILL C of E
PRIMARY SCHOOL
AND NURSERY**

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Who can I talk to?



**COLESHILL C of E
PRIMARY SCHOOL
AND NURSERY**

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Your child's
class
teacher

Mrs Thompson
Family Support Worker
Pastoral support

Mrs Hodges
Family Support
Worker
Pastoral support

Mrs Waite

Phase Leader for
EYFS

Mrs Fagg

Phase Leader for Year
1/2/3

Mr Jolley

Phase Leader for Year
4/5/6

Mrs Rutherford

Deputy Head Teacher
Deputy Designated
Safeguarding Lead
Mental Health Lead
SENCo

Mrs Currin

Head Teacher
Mental Health Lead
Behaviour Lead
Designated Safeguarding
Lead



Who can I talk to?



**COLESHILL C of E
PRIMARY SCHOOL
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I am your child's class teacher.

[Meet the Team – Coleshill Church of England Primary School](#)

I am responsible and accountable for the progress of children in my class. I will identify those that may need further help.

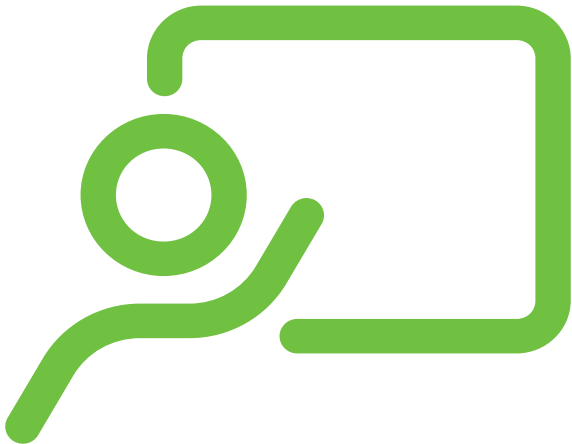
I am responsible for adapting planning, teaching and resources to meet the needs of all children in my class.

I set the outcomes for children in my class, using their own individual starting points.

I plan for interventions to help children make rapid progress.

I am responsible for delivering and adapting universal provision in my classroom.

If you need to contact me, please email office@coleshill.bdmat.org.uk





Who can I talk to?



**COLESHILL C of E
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I am Mrs Thompson.
I am one of our Family Support Workers that helps to support families in our community.
I support children with Emotional Literacy; offering check-ins for children and their families, affording them a safe space to offload.



I am Mrs Hodges.
I am one of our Family Support Workers that helps to support families in our community.
I am a qualified Emotional Literacy Support Assistant; offering personalised work to support children. I also work to safeguard children.



Who can I talk to?



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I am Mrs Waite.

I help to oversee provision in my phase
(Nursery and Reception)
I help to co-ordinate support for
children, staff and parents / carers and
in my phase. I also monitor the
progress of children within my phase.

I am Mrs Fagg.

I help to oversee provision in my phase
(Year 1, 3 and 3)
I help to co-ordinate support for
children, staff and parents / carers and
in my phase. I also monitor the
progress of children within my phase.

I am Mr Jolley.

I help to oversee provision in my phase
(Year 4, 5 and 6)
I help to co-ordinate support for
children, staff and parents / carers and
in my phase. I also monitor the
progress of children within my phase.





Who can I talk to?



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I am Mrs Rutherford.

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

I develop and monitor the schools graduated approach for support, arranging support for children in school and working with outside agencies.

I coordinate and deliver staff for training.

I work with parents and involving them in their child's provision

[Contact me on: senco@coleshill.bdmat.org.uk](mailto:senco@coleshill.bdmat.org.uk)

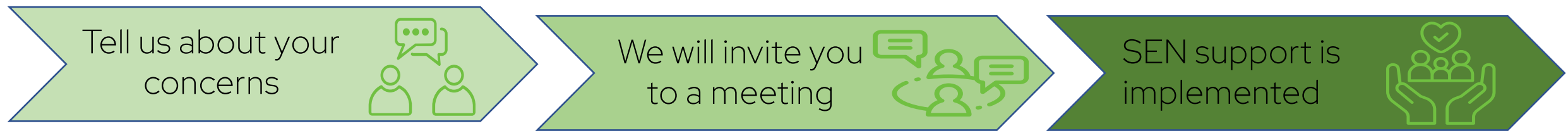


2. What kinds of special educational needs does the school make provision for?

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
Autistic Spectrum Condition / Disorder Speech and Language difficulties	Moderate learning difficulty Specific learning difficulty Severe learning difficulty	ADHD Attachment disorder Anxiety Emotionally Based School Non Attendance (EBSNA)	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?



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

You can arrange to see your class teacher by calling the school office and asking for a phone call or meeting face-to-face. (01675463672)

If needed they will pass the message on to our SENCO, Mrs Rutherford, who will be in touch to discuss your concerns. You can also contact the SENCO directly.

A meeting with you, your child's class teacher, and the SENCO (if needed) will be arranged 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.

If we decide that your child needs SEN support, we will discuss this with you. Together, your child's provision will be created, and progress will be monitored by the class teacher and overseen by SENCo, in addition to the class teacher and phase leader.



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




Class Teachers monitor pupil progress the 4 areas of need.	The SENCo works closely with teachers to offer support.	We will discuss your child's needs with you.	We will all work together to find ways to support your child.
<p>Our teachers keep a close eye on every child's progress, both academically and socially. If a child starts to fall behind, the teacher will check if there are any gaps in their learning and provide extra support to help them catch up. Most children without special educational needs (SEN) make good progress once these gaps are filled.</p>	<p>If your child is still finding it hard to make progress, the teacher will speak to our SENCo (Special Educational Needs Coordinator). We keep track of these conversations carefully. The SENCo will observe your child to understand their strengths and any difficulties. They will also talk to your child's teachers about any changes in progress, learning, or behaviour. Finally, they will compare your child's development with other children of the same age and national expectations.</p>	<p>The SENCo will involve you in the process by asking for your views and will also speak to your child to hear their thoughts. If needed, they may seek advice from external specialists, such as a speech and language therapist, educational psychologist, or paediatrician.</p>	<p>After gathering all the information, the SENCo will decide if your child needs SEN support. If they do, your child's name will be added to the school's SEN register. The SENCo will then work closely with you to agree on next steps, what support will be put in place, and how progress 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 regularly review how well the support is helping your child and use what we learn to improve it. If your child has a personal plan, we will work with you and your child to review it together. This is an ongoing process. If progress is made, your child may no longer need SEN support. If more help is needed, we will adjust targets and strategies, and may involve external specialists or consider an Education, Health and Care Plan (EHCP). If your child already has an EHCP, we will carry out an annual review with everyone involved.

1. Assess 

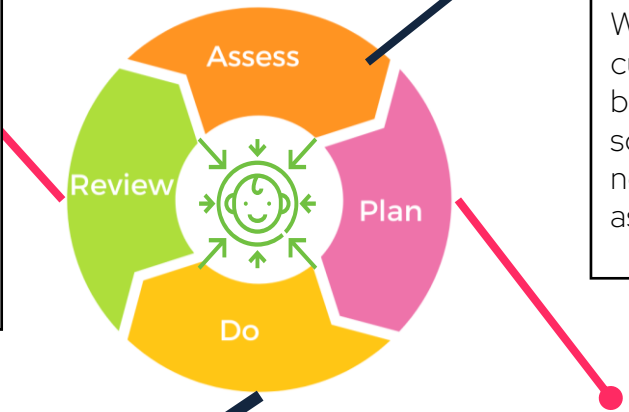
If your child is not making expected progress, we will carry out further assessments to understand their strengths and needs and agree on next steps with senior leaders and parents/carers. We use a range of tools, including early learning goals, national curriculum levels, and continuum bands for children working below age-related expectations. We also assess communication, social and emotional development, and physical and sensory needs. Teachers use daily lesson outcomes to inform assessments, and we can involve external specialists if needed.

3. Do 

We will put the plan into action. The class teacher, supported by the SENCo, will work with your child daily and check that the support is making a difference. Before any intervention starts, we carry out a baseline assessment so we can measure the impact on your child's progress.

2. Plan 

Together, we will agree on the outcomes we want for your child and plan the support needed to achieve them. This will be recorded on provision maps and shared with you and relevant staff. For children needing extra help, we will create a personal plan and work closely with you and your child.





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



We will provide an annual report on your child's progress. You will meet your child's teacher at least twice a year at parents' evenings, and a third time if needed after the report. These meetings will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support in place
- Agree on what the school, you, and your child will do next



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.



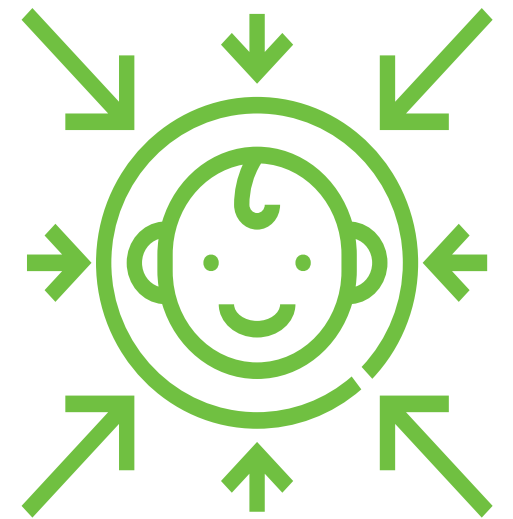
You know your child best, so we want to work closely with you. We'll explain the support we're providing and listen to your ideas about what works for your child. Your feedback helps us understand how support is impacting your child outside school. If you have any concerns about progress, please contact your child's class teacher first. You can call the office on 01675 463672 to arrange a meeting or email office@coleshill.bdmatt.org.uk.



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

Your child's involvement will depend on their age and ability, and we'll decide this together with you. We may ask your child to:

- Join meetings to discuss progress and outcomes
- Share their views through a presentation, statement, video, drawing, or similar (with support if needed)
- Talk to a staff member who can represent them in meetings
- Complete a survey or questionnaire

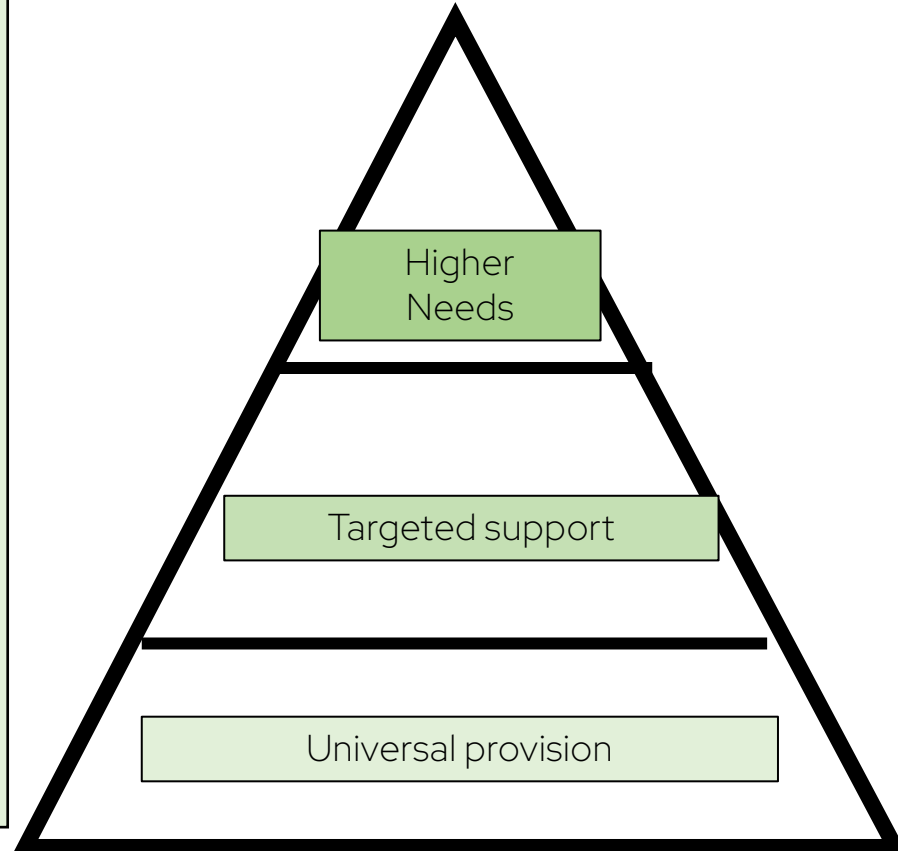




8. How will the school adapt it's teaching for my child?

Universal Provision
This is the support provided in the classroom for all children.
It includes:

- High-quality teaching and a broad, balanced curriculum
- Adapting lessons and the classroom environment when needed
- Extra adult support
- Additional resources (e.g., task boards, social stories, pencil grips, sloping boards) Visual aids like pictures or objects
- 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 teamwork.
- 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 access to a STS Teacher who supports children with learning difficulties, 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.
Warwickshire Child and Family Wellbeing	<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. https://www.compass-uk.org/services/c4h/



Physiotherapy and Occupational Therapy	<ul style="list-style-type: none">• 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.
Early Support Office	<ul style="list-style-type: none">• 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. <p>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</p>
RISE	<ul style="list-style-type: none">• 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. Referrals CAMHS
RISE - Dimensions Tool	<ul style="list-style-type: none">• 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



<p>Birmingham Neurodevelopmental Pathways (NDP)</p>	<ul style="list-style-type: none">• 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/
<p>Solihull Specialist Assessment Service (SAS)</p>	<ul style="list-style-type: none">• 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. <p>https://childrenscommunitytherapies.uhb.nhs.uk/specialist-assessment-service/about-the-specialist-assessment-service/</p>



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

Sometimes your child's needs may require:

- Extra equipment or facilities
- Additional teaching assistant hours
- Staff training
- Support from external specialists

Schools receive funding to provide SEN support, including equipment and resources. If an Education Health Care Plan (EHCP) identifies needs beyond what is normally available, extra funding will be allocated. Parents will be involved in decisions about how this is used and may be offered a personal budget to fund the agreed plan.

Children eligible for Pupil Premium are closely monitored to ensure appropriate interventions are in place.



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



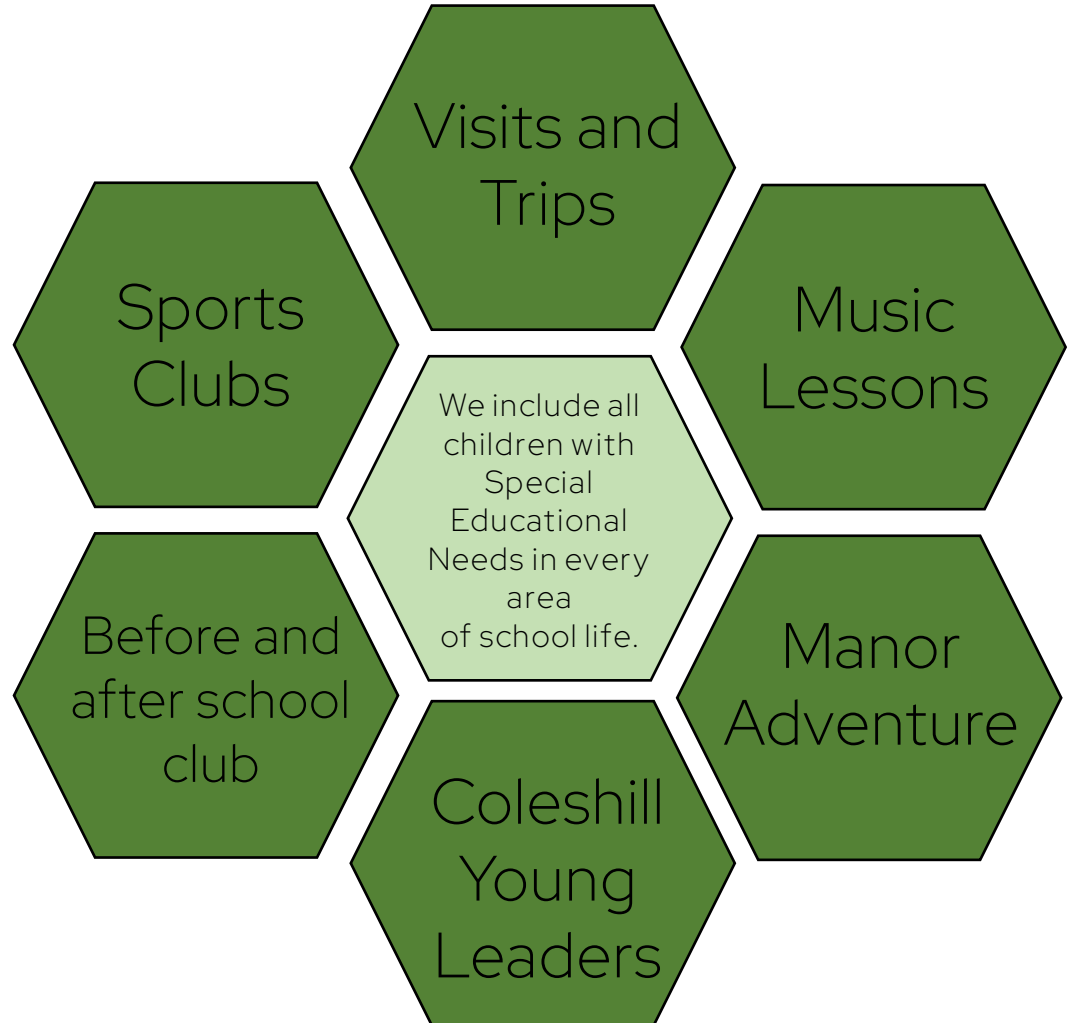
We make sure there are no barriers to your pupils with SEN enjoying the same activities as other pupils in your school.

All 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 Year 6.

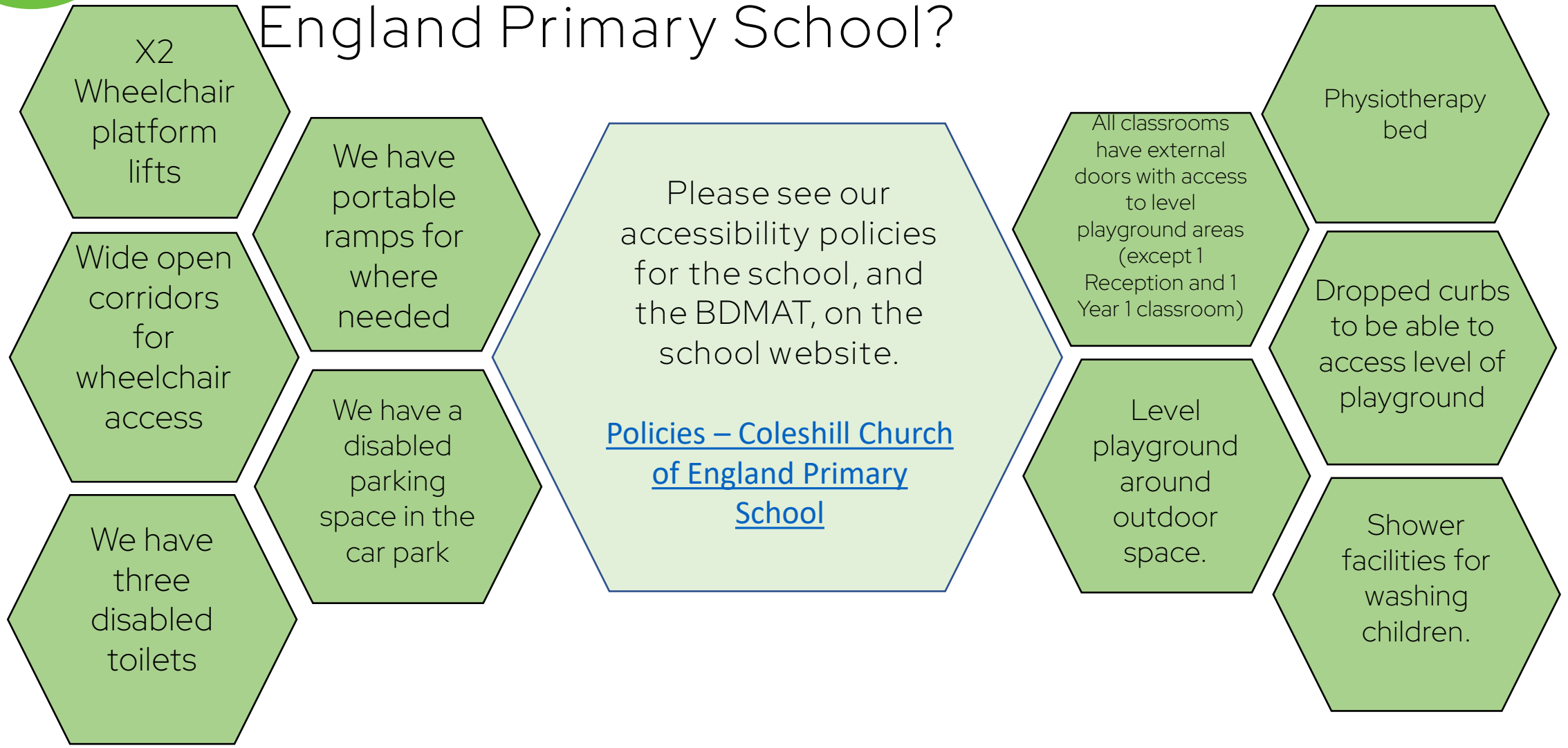
All pupils are encouraged to take part in sports day, school plays, special workshops etc.

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?





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



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Admissions	Strategies to support admissions and transitions between schools
<p>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.</p> <p>https://www.warwickshire.gov.uk/admissions</p> <p>Please also see our admissions policy on the school website. Policies – Coleshill Church of England Primary School</p>	<ul style="list-style-type: none"> • 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. <p>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</p>



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 and your child will be invited to a settling-in session to meet the key adults who will be working with them. Children will also take part in their own settling-in activities.</p>	<p>We will offer you a meeting or phone call with their new class teacher and/or SENCo, and provide a welcome booklet. We will also contact or visit your child's pre-school setting. We can arrange a transition morning for your child to visit their classroom and meet their teacher. All children receive a staggered start into Reception. During lunchtimes at the start of the year, children will be supported by their teacher or teaching assistant</p>	<p>In July, each class will have a transition morning to visit their new classroom and meet their teacher. Some children will receive a transition booklet with photos of their classroom, new areas, and staff, and may also have a communication passport to share with new staff. Others may join a transition group in June and July, led by our Emotional Literacy Support Assistant, to talk about moving classes and any worries. Class teachers will hold detailed handover meetings to ensure all important information is passed on.</p>	<p>We will do everything we can to make moving to a new school as smooth as possible. For children moving to secondary school, the SENCo will meet with staff at the new school and share key information. Extra visits can be arranged to help your child feel confident. If a child moves before Year 6, we will contact the new school and pass on relevant details. Where possible, we will also involve mentoring services to support the transition.</p>



15. What is an Educational, Health and 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. EHC needs assessment documents and templates – Warwickshire County Council</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. Warwickshire SENDIAS – SEND services directory – Warwickshire County Council</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.

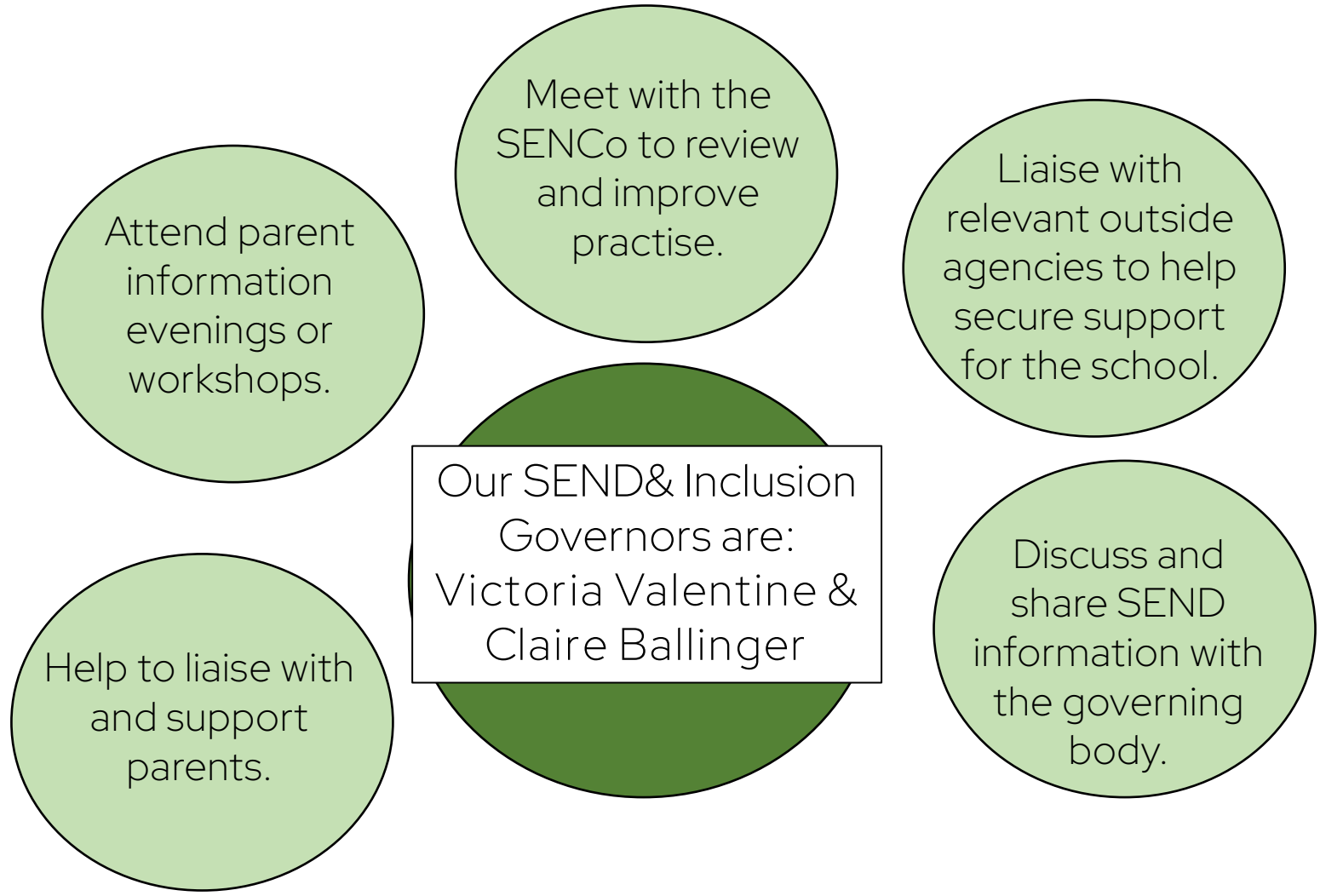
Ask to speak to the SENCo, your child's phase leader, or another member of the senior leadership team.
01675463672
senco@coleshill.bdmat.org.uk



See the complaints policy procedure on the BDMAT website.
[ITEM 13.3 Complaints Policy Update November 2024.pdf](#)



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>Warwickshire SENDIAS - SEND services directory – Warwickshire County Council</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
<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/sendass/</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>



19. What are the arrangements for supporting children and young people who are looked after by the local authority and have SEN?

Personal Education Plans (PEPs): Every looked-after child must have a PEP, which is part of their care plan. The PEP should include details of how the child's SEN will be supported. These will be created and reviewed by class teachers, the Local authority and carers.

Designated Teacher: At Coleshill, we have a designated teacher (Mrs Currin) who is responsible for promoting the educational achievement of looked-after children. This teacher plays a crucial role in ensuring that the child's SEN are identified and supported.

Virtual School Head (VSH): Each local authority must appoint a VSH who is responsible for promoting the educational achievement of all looked-after children. The VSH works with schools to ensure that appropriate support is in place for children with SEN.

Education, Health and Care (EHC) Plans: For looked-after children with more complex needs, an EHC plan may be necessary. Where awarded, the local authority must ensure that the EHC plan is integrated with the child's care plan.

Joint Working: Effective support requires joint working between education, health, and social care services. This ensures that all aspects of the child's needs are addressed in a coordinated manner.

These arrangements aim to provide a comprehensive support system for looked-after children with SEN, ensuring their educational and overall well-being needs are met effectively.



Glossary



**COLESHILL C of E
PRIMARY SCHOOL
AND NURSERY**

With God's love, we grow and flourish together

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.