



St George and St Teresa Catholic School

SEN Information Report School Local Offer

MISSION STATEMENT

We learn the teachings of Jesus and pray together, praising God, learning about Him and growing closer to Him.

We show love and care to all, living our faith, and learning together.

Faith

We live it,

Love it

And Learn it.

Our School SENDCo

Mrs Connolly, the school SENDCo works alongside the Headteacher and Governing Body, in determining the strategic development of SEND policy and provision in the school. She is also the Deputy Head Teacher.

The roles and responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEN offering advice and support to colleagues assisting colleagues in identifying and supporting pupils with SEND effectively liaising with parents/carers of pupils with a range of SEND
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Local Authority and its support services liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- attending relevant training
- arranging appropriate INSET for all staff in school
- Monitoring the success of the SEND Policy, provision and the allocation of resources to the Governing Body

What are the school's areas of strength?

The school is committed to enabling all children to achieve their potential. We strive to attain this through working in partnership with parents/carers, teachers and learning support assistants, delivering quality first teaching in the classroom and making best use of reasonable adjustments where appropriate. In addition, all staff undertake training in a variety of forms across a wide range of SEND. Likewise, we have strong links with outside agencies and other professionals who may offer more specialist assessments or advice for both staff and parents/carers alike should the need arise.

In recent years we have supported many children with SEND including Autism, Attention Deficit Disorder, Dyslexia, Dyscalculia, Dyspraxia, Diabetes, Social, emotional and mental health difficulties, Speech and Language Difficulties and Hearing impairment.

The table below shows the four broad areas of need and some of the strategies and interventions that have been used to support the area of difficulty. It must be remembered whilst we endeavour to our best for every child, the school has to operate within a budget and has limited resources.

Areas of Need	Quality First Teaching, Adaptations, Strategies and Interventions
<p>Communication and Interaction</p> <p>ASD</p>	<p>Adaptations, strategies, interventions and resources to reduce anxiety and promote social skills and interaction</p> <ul style="list-style-type: none"> • Access to a supportive environment where sensory needs are considered • Ear defenders available to those who need them • Personalised Individual Education Plans (IEPs) • At least termly review meetings (unless exceptional circumstances) with parents/carers to discuss progress made against the Individual Education Plan • Training for staff • Visual Time Table for individuals • First and then cards & Task Boards to break tasks into manageable chunks • Prompt and reminder cards for organisational purposes • Pre teaching and review of strategies and vocabulary • Access to Laptops /iPads • Additional Teaching space • Mentoring activities • Use of talk partners during whole class and group sessions • Meet and greet sessions at the start of the day • Home School Communication Books • Referral to CAMHS • Referral to Specialist Assessment Service • One to one and group support from a Learning Support Worker • Strategies to support /modify behaviour

<p>Speech Language and Communication Needs</p>	<ul style="list-style-type: none"> • Social skills intervention programmes e.g. 'Time to Talk,' 'Super Skills,' 'Socially Speaking,' 'Friendship Formula' 1-1 or a small group. • Support and advice from Educational Psychology, SISS (Solihull Specialist Inclusion Support Service) SEMH (Social Emotional, and Mental Health) Difficulties Team and for those with a diagnosis of ASD SISS (Solihull Specialist Inclusion Support Service) ASD Team • Communication Passport to support transition • Support from Teacher or Learning Support Assistant on specific Individual Education Plan targets 1-1, a pair or small group • Self Esteem intervention group • Support/supervision at unstructured times of the day • Learning Support Assistant at lunchtime and playtimes when appropriate • Play Leader & Pupil Leaders and Lunch Time Buddy support system <p>Adaptations, strategies, programmes and interventions to support speech and language</p> <ul style="list-style-type: none"> • Referral to NHS Speech and Language Therapist. • Support and advice from a NHS Speech and Language Therapist • Support and advice from specialists • Delivery of a planned Speech and Language programme from a teaching assistant following advice from a Speech and Language Therapist • Support from staff trained in various language and reading programmes • Use of task boards to break down tasks. • Use of visual timetable • Use of a buddy/ talk partners • Adapting the language used so that it is simplified, repeated and modelled as appropriate • Develop Individual Education Plans • At least termly review meetings with parents/carers (where possible) to discuss progress made against the Individual Education Plan • Training for staff • 'WellComm' screening and intervention where appropriate.
<p>Cognition and Learning</p>	<p>Adaptations, strategies and interventions to support and develop Literacy</p> <ul style="list-style-type: none"> • Small group and one to one support in class • Withdrawal from Class or Booster session before school, in a small group or one to one for Literacy intervention programmes such as 'Paired Reading Project,' 'Read Write Inc Fresh Start,' 'Write from the Start,' 'Speed Up,' 'SNIP,' 'Wolf Hill Reading Programme,' 'New Reading and Thinking,' 'IDL Literacy.'

<p>Dyslexia</p>	<ul style="list-style-type: none"> • Support on specific Individual Education Plan targets from the Class Teacher and Learning Support Assistant • Memory Games • Multisensory Learning • Use of Task boards to break down tasks and aid memory • Use of technology • Adapted and scaffolded curriculum • Personalised Individual Education Plans • At least termly review meetings with parents/carers (where possible) to discuss progress made against the Individual Education Plan • Advice/ Assessments from outside agencies as appropriate including SENTAA • Training for staff • Referral to Orthoptic Specific Learning Difficulties Clinic <p>Adaptations, strategies and interventions to support and develop Mathematics</p> <ul style="list-style-type: none"> • Small group and one to one support in class • Booster sessions before or after school, thematic • Use of Mathematics intervention programme such as ‘mymaths’ ‘Power of 1,’ ‘Power of 2’ ‘IDL Numeracy.’ • Support from the Teacher and Learning Support Assistant on specific Individual Education Plan targets • Adaptations and strategies to facilitate/support access to the curriculum • Small group and one to one support from a Learning Support Assistant for focused and time limited sessions. • Use of modified resources and Specialist equipment as appropriate • Advice/ Assessments from outside agencies including SENTAA as appropriate • Personalised Individual Education Plans • At least termly review meetings with parents/carers to discuss progress made against the Individual Education Plan • Training for staff
<p>Dyspraxia</p>	<p>Access to strategies, interventions and programmes to support Occupational Therapy or Physiotherapy needs</p> <ul style="list-style-type: none"> • Referral for Assessment and advise from Occupational Therapist and Physiotherapist • Delivery of planned Occupational therapy/physiotherapy from a teaching assistant e.g. ‘BEAM’ • Specific resources to support needs writing slopes/ posture supports, specialised pens and pencils and rulers

	<ul style="list-style-type: none"> • Use of IT to support the writing process. • Use of touch typing software. • Training for staff • Advice from SENTAA • Use of 'Write from the Start' and 'Speed Up' intervention programmes. • Use of Warwickshire OT Fine motor & Handwriting Programme,
<p>Social Emotional and Mental Health</p>	<p>Social Skills programmes and support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> • Social skills groups such as 'Socially speaking,' 'Time to Talk' 'Super Skills' and 'Friendship Formula' for targeted pupils • Self-esteem group for targeted pupils • Use of 'Zones of Regulation' whole class, small group 1-1 as appropriate. Specialist support working with individual children • Additional support in unstructured environments • Transition Programme to support induction at new schools and to new classes • Mentoring activities • Use of talk partners during whole class and group sessions • Buddy systems for support during playtimes and lunchtimes • Personalised Individual Education Plans • At least termly review meetings with parents/carers (when possible) to discuss progress made against the Individual Education Plan • Advice and support from SISS (Solihull Specialist Inclusion Support Service) SEMH (Social, Emotional, Mental Health) Team • Advice from Educational Psychology. <p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents/carers)</p> <ul style="list-style-type: none"> • Meet and greet sessions at the start and end of each day for individual pupils • Home /school communication books • Social Stories • Use of 'Jigsaw' PSHE programme throughout the school • 'Circle of Friends' Programme • Referral to CAMHS • Referral to Educational Psychologist • Planned programme of support from Learning Support Assistant • Access to Solihull Specialist Inclusion Support Service SEMH Team • Use of visual timetables • Pre teaching and reviewing vocabulary and content • School focus on learning to learn, through 'Building Learning Power' • Transition Programme to Secondary School • Personalised Individual Education Plans

<p>Attention Deficit Disorder</p>	<ul style="list-style-type: none"> • At least termly review meetings with parents/carers (where possible) to discuss progress made against the Individual Education Plan <p>Strategies to support /modify behaviour</p> <ul style="list-style-type: none"> • Use of the school's policy for promoting positive attitudes, values and behaviour • Social skills intervention programmes e.g. 'Time To Talk,' 'Super Skills,' 'Socially Speaking,' 'Friendship Formula' • Self Esteem Group • Support and advice from SISS (Solihull Specialist Inclusion Support Service) Emotional, Social and Mental Health Team • Advice from Educational Psychology • Referral to the ADHD Nurse Specialist • Support from Teacher or Learning Support Assistant on specific Individual Education Plan targets • Creating a supportive environment. • Training for staff • Personalised Individual Education Plans/ Needs Based Plan / Care Plan • At least termly review meetings with parents/carers (where possible) to discuss progress made against the Individual Education Plan • Use of fidget toys, privacy boards, considered seating, Motor / sensory breaks
<p>Sensory or Physical Needs</p> <p>Hearing Impaired</p> <p>Diabetic</p> <p>Epileptic</p>	<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> • Learning Support Assistant at lunchtime and playtimes when appropriate • Play Leader & Pupil Leaders and Lunch Time, Buddy support systems • Support, Advice & Training from SISS (Solihull Specialist Inclusion Support Service) Sensory /Physical Impairment Team • Support Advice from Occupational Therapy, Physiotherapy and Speech and Language Therapy. • Risk assessments. • Creating a supportive environment • Ramps and paths in place for wheelchair access • Access to Medical Interventions • Medicines Policy • Individual Care Plan for children with significant medical needs and allergies. • Provision of aids and resources to support the learning of pupils with specific need as specified by a professional • Referral to the School Nurse/ Health Visitor • Risk assessments in place for individuals if specified by professionals • Staff first aid trained including Epi pen and asthma

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| | <ul style="list-style-type: none"> • Personalised Individual Education Plans/ Needs Based Plans / Care Plans • At least termly review meetings with parents/carers (where possible) to discuss progress made against the Individual Education Plan/ Care Plan/ Needs Based Plan |
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What specialist facilities/ equipment are available to support children with SEND?

St George & St Teresa endeavours to ensure that where possible it provides the necessary facilities and equipment to support all children. The school is fortunate in having its own 'Learning Hub' as well as additional spaces throughout the school where daily intervention or support groups are held.

A range of equipment and resources are purchased throughout the year to support specific needs and these are usually recommended as part of advice received from the external professionals we work with. In recent years we have delivered a number of interventions in small groups or on a one to one basis, such as **'Fresh Start,'** 'Paired Reading,' **'SNIP,'** **'Speed Up,'** **'BEAM,'** 'Precision Teaching,' 'Make and Break Spelling,' **'Meet and Greet,'** **'Write from the Start,'** **'Socially Speaking,'** **'Time to Talk,'** **'Super Skills,'** **'Self Esteem,'** 'When my worries get too big,' 'Toe by Toe,' **'The Power of 2 Number,'** 'The Power of 2 Time,' 'Wolf Hill Comprehension,' **'Nessy's Fingers,'** **'New Reading and Thinking,'** **'Language Link'** and **one to one and group work on speech and language targets.** (Interventions in Bold have been used in 2021 -22)

For a small number of children, the school has provided specialist pens, writing slopes, coloured overlays, weighted blankets, ear defenders, rise and sit cushions, handled rulers, specialist reading schemes, access to ICT programs and laptops/netbooks/iPads.

We also have a disabled toilet with a shower and an adjustable bed.

What input do you receive from therapists, advisory teachers and other specialist support services?

We work in partnership with Solihull Specialist Inclusion Support Service (SISS) who have a number of teams offering different specialisms. They are able to offer us advice, support, assessments and training. SLCN, (Speech) SPI, (sensory and physical) ASD, SEMH. We also employ SENTAA to advise staff and assess children who are not making the expected progress despite appropriate targeted intervention over time. We also work with Solihull Early Years Team.

- Speech Language and Communication Needs Team (SLCN)
- Autistic Spectrum Disorder Team (ASD)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physically Impaired Team (SPI)

The Early Years Team works with our Nursery aged pupils. The remaining teams support children from Reception to Year 6. A linked teacher is allocated from the SEMH teams to work closely

with the school. Currently, the school purchases 55 hours of support from SENTAA and 36 hours from the SEMH Team. The ASD Team only work with children who have a diagnosis of ASD and require additional support. Likewise, the Sensory and Physically Impaired Team, Speech Language and Communications Team and Early Years Team only work with pupils who have an identified difficulty within their specialism.

The school has purchased a package from Solihull Educational Psychology.

Furthermore, St George & St Teresa works with Educational Psychologists, Physiotherapists, Occupational Therapists, Physical Impairment Advisors, School Nurses, Health Visitors, Education Welfare, Speech and Language Therapists.

How are children with SEND supported in Dragons Extended Childcare?

Where appropriate, children with SEND who attend Dragons are supported in much the same way as they would be in school. The Manager Mrs Rhonda Packwood would consult with Parents/carers, the SENDCo and the Class Teacher on what would be most appropriate for the child.

What CPD have staff had in order to meet the needs of children with SEND?

The teaching and support staff at St George & t Teresa School bring a wealth of experience to their different roles. They are able to adapt the learning environment to suit the needs of all learners. All staff work extremely hard and are totally committed to ensuring each and every child achieves their potential.

The Senior Leadership Team are dedicated to providing staff with Continuous Professional Development necessary to carry out their roles and responsibilities to the very highest standards. In order to secure the best outcomes for children and to have a staff that is trained to support a variety of needs, Staff receive training that is most appropriate to them and their role in school. Staff have received training in 'Read Write Inc,' Attachment Disorder, Emotional Resilience, The Zones of Regulation, Emotional Coaching PACE, Dyspraxia, Dyslexia, supporting children with hearing difficulties, ASD Awareness, Making Sense of Autism Level One and Two, Autism for Senior Leaders Level 3, Precision Teaching,' Administering an Epi Pen, Mental Health First Aid, Diabetes & Asthma Training. All staff are updated on a regular basis.

How do you promote inclusion within school, including day and residential trips?

All staff have a very positive approach and are determined to remove barriers for children to ensure that they are not excluded in any way from their education or the experiences on offer for their peers. Teachers adapt their teaching to different learning styles, differentiate the tasks that they present and make reasonable adjustments for the pupils in their class. Additional resources or equipment may be used or additional support from a Learning Support Worker.

In the past, we have found that through open and flexible minds and very careful planning with the pupil and the parents/carers/carers on concerns or issues and where appropriate the use of additional adult support, all pupils who have wanted to, have been able to take part in residential visits.

How do you involve and support parents/carers of children with SEND regarding identifying and meeting their needs?

At St George & St Teresa we welcome and encourage parents/carers to be open and honest with us and share their knowledge of their child and any concerns with us. Sometimes children only display their difficulties at home but the strategies put into place in school can have a positive impact on this. Parents/carers are invited to contact the school through their child's Class Teacher, the Key Stage Lead, or the SENDCo.

Furthermore, the regular observation, monitoring and assessment of pupils enables the teaching staff and the SENDCo to identify pupils who may not be making satisfactory progress and/or may have additional needs. Generally, concerns are discussed with parents/carers, the Class Teacher and/or the SENDCo at an initial meeting. At St George & St Teresa, we believe the Pupils views alongside the Parent's views, concerns and knowledge of their child is key to meeting the pupils needs more effectively. If at this meeting it is decided that the child has SEND an 'Individual Education Plan' would be created setting targets for the pupil. Where more appropriate, for example Hearing Impaired pupils, a 'Needs Based Plan' would be put in place. These plans would be reviewed at least termly with the Class Teacher, the Parents/carers and the SENDCo at a 'Review Meeting.' Alongside, the identification of targets, interventions and strategies, support if appropriate, would also be identified during this meeting. Where it is decided that the child does not currently have SEND a way forward for the child would be agreed which may include targeted intervention or further advice from a specialist service.

How do you communicate a child's progress and areas of difficulty?

Parent and carer consultations in the Autumn and Spring Terms offer opportunities for a pupils' progress to be shared with parents/carers as well as a written report at the end of the school year. However, should teachers have concerns about a child's progress or behaviour then they will contact parents and carers without delay. Children who are on the SEND Register have review meetings with the parents and carers, SENDCo, and the Class Teacher at least once a term where their 'Individual Education Plan' or Needs Based Plan targets are reviewed and new ones set. A pupils' progress and difficulties naturally form part of this review as well as identifying the next steps for the pupil in relation to strategies to be trialled, provision or further advice to be sought. Parents and carers are also able to request an appointment with staff at a mutually convenient time. This can be arranged by contacting the School Office personally, by telephoning 01564 774906 or emailing the office at office@stgandt.solihull.sch.uk

What is required in Primary School to ensure that my child with SEND is allowed extra support in Secondary School?

Where possible, the SENDCo and Class Teachers meet with staff from the receiving Secondary School. Key information about the child's strengths and difficulties are shared as well as strategies and approaches that have proved successful for the child. The receiving school are invited to the review in the Summer term in order to give all concerned the opportunity to ask questions, share concerns and aspirations for the future. Secondary schools operate in a very

different way to Primary Schools; consequently, children's needs may be catered for in a different way to that in a Primary School.

What extra support is permitted for SATs?

Each year, the Government issues guidelines on procedures for children who can receive additional support or adjustments. Sometimes this is determined by the child's needs and if it is normal everyday practise for the child to receive extra time to complete their work for example, use a word processor for longer pieces of writing, or have a prompter or reader in class. If the school feels that your child may qualify for adaptations, they would need to apply on line answering a range of questions to determine if the child can access different arrangements. You may find the following web site helpful. <https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

How do you know the views of the child?

All pupils' views are sought in a number of ways. The school uses questionnaires to inform them of pupil's views across many aspects of school life. Likewise, children from Reception up to Year 6 are members of the School and Class Councils where their views on the school are actively sought.

As part of school monitoring, pupils' views are gathered by Subject Leaders as well as the SENDCo. Pupils' views are also obtained on the quality first teaching, adaptations and interventions they have received or undertaken. As part of the review process for SEND pupils give their views on what they are enjoying at school, what they are good at, what helps them to learn, what they find difficult and what they would like to improve are represented and discussed and recorded at their review.

How does the school prepare SEND children for their next stage of education and life?

At St George & St Teresa, we believe in helping all pupils to be the best that they can be and ensure they have the necessary skills they need to gain the most from their next stage of education. This involves developing pupils' academic and personal, social and emotional skills so that they become as independent as they can be. Our whole school approach to 'Building Learning Power' supports our children in becoming resilient, resourceful, reciprocal and reflective learners. Indeed, we strive to build pupils' self-esteem so that they are ready for the next step of their journey whether this is from one class to the next, one Key Stage to the next or from one school to the next.

When possible, a planned introduction programme is delivered in the Summer Term for Reception and the Autumn Term for Nursery, to support transfer for pupils starting school in September. In usual circumstances, Nursery and Reception staff visit pupils in their previous setting in order to allow them to meet their new teacher in a familiar setting and facilitate a smooth transition. This also allows opportunity for meaningful discussions with the staff of the

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

The SENDCo meets with all new parents and carers of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be found prior to entry.

If pupils are transferring from another setting, the school will endeavour to liaise with the previous setting and if possible arrange a meeting with them, the parents and carers and the school to share ideas as how best to meet the needs of the child, identify and reduce any concerns. The pupil's records will be requested immediately.

When pupils are moving up through the school we endeavour to make this as painless a process as possible. Late in the Summer Term, pupils move to their next classroom and teacher for part of a morning. For pupils who may be concerned about moving to the next classroom and teacher staff take informal opportunities for them to visit the class and teacher in order to increase familiarity and decrease anxieties. A transition book is also created for some pupils so that they can reflect on it over the holiday period. In usual circumstances, for all pupils transferring to Secondary provision there is a 'Transition Programme' where pupils work on this theme in preparation for their next steps. They may make a Passport which informs the next school all about them. In addition, Staff from the receiving school visit the pupils at school, in order to answer any questions. Sometimes pupils from the receiving school accompany the teachers to make the process more pupil friendly. The pupils are then invited to spend a morning or day in some cases at their new school. For SEND pupils there is sometimes a Summer School or additional visit that helps them to be more familiar with other pupils, staff and the building. For a very small number of pupils where it is felt to be advantageous, there is an accompanied visit or visits to the next school. There may also be opportunities for parents/carers to visit with their children too.

What services, external agencies or support groups are available for parents/carers?

There are a number of external agencies that are available to support parents and carers depending on the SEND of the child. The Family Information Service or the SENDCO can offer further information. Please telephone school on 01564 774906 or email the office office@stgandt.solihull.sch.uk

The School Nurse

[South Warwickshire University NHS Foundation Trust :: School nursing - Solihull \(swft.nhs.uk\)](https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/school-nursing-solihull)

Bishop Wilson Team
Tel: 0121 770 1919

Cranmore Place Team
Tel: 0121 726 6754

Health Visitor

<https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/health-visiting-solihull>

Solihull Health Visiting Team contact information:

To text a question to a Health Visitor, please use our ChatHealth service and text 07507 332563

To speak to a Health Visitor or to discuss an appointment, please ring:

North – 0121 329 0120

South – 0121 726 6755 or 0121 726 6756

Paediatric Speech & Language Therapy, Occupational Therapy, Physiotherapy and Specialist Assessment Service (previously known as the Meadow Centre Service)

Chelmsley Wood Primary Care Centre

Crabtree Drive

Birmingham

B37 5BU

Tel: 0121 722 8010

Solihull Educational Psychology Service edpsych@solihull.gov.uk

SOLAR Birmingham and Solihull Mental Health NHS Foundation Trust

Emotional wellbeing and mental health services for children and young people

www.solihull-solar.org Twitter [@solihullsolar](https://twitter.com/solihullsolar)

The service operates from the following sites:

Freshfields Clinic

Downing Close

Knowle

B93 0AQ

Tel: 0121 301 2730 Fax: 0121 301 2751

Bishop Wilson Clinic

Craig Croft

Chelmsley Wood

B37 7TR

Tel: 0121 301 2750 Fax: 0121 301 2751

Contact us

For service users and carers (PALS)

For further information or advice on any mental health issue contact our PALS customer care service on:

Tel: 0800 953 0045

Text: 07985 883 509

Email: bsmhft.customerrelations@nhs.net

Parliamentary and Health Service Ombudsman British Sign Language [video](#)

How to get urgent mental health help

Birmingham and Solihull Urgent Mental Health Helpline

If urgent mental health help is needed you can ring 0121 262 3555 for advice and support.

This line is available 24 hours, 7 days a week and can be used whether you are known to our services or not.

What to do in an emergency

For information help with what to do in an emergency, [please click here](#)

NHS - Every Mind Matters

<https://www.nhs.uk/every-mind-matters/supportingothers/childrens-mental-health/#top-tips>

SOLAR - Support for children and young people in Solihull

<https://www.bsmhft.nhs.uk/our-services/solar-youthservices/>

Solihull Family Information Service has a directory of services and support groups across a range of needs. **Solihull Family Information Service** can be located through Solihull local offer

<https://socialsolihull.org.uk>

Email:family.info@solihull.gov.uk

Solihull SENDIAS Special Educational Needs and Disabilities Information and Advice Service

Solihull SENDIAS offer a free confidential and impartial service for children and young people with Special Educational Needs & Disability (SEND) and their parents and carers. We are legally trained to offer information advice and support to children, Young People & their parents, to help them make informed decisions and play an active role in their own or their child's education. We explain SEND processes and procedures in straight-forward language so everyone knows what to expect and what part they play'

Contact

Telephone: 0121 516 5173

Email: Solihullsendias@family-action.org.uk

Website: <https://www.family-action.org.uk/solihullsendias>

Write to: Sans Souci, Tanworth Lane, Shirley, Solihull, B90

Independent Supporters are trained to help families and young people through the new Education, Health and Care Plan (EHCP) assessment process.

Contact:

Phone: 01384 423868

Email: ismidlands@kids.org.uk

Solihull Autistic Spectrum Support and Information (SASSI) is an Autism Support Group for parents/guardians of children or young people with an autism spectrum disorder (ASD). All are welcome whether there has been a diagnosis or there is one pending. Monthly meetings are held in the evening at different primary schools in Solihull. They provide talks on topics connected with ASD and offer the opportunity for parents to meet socially. It is run by the Solihull Specialist Inclusion Support Service

See <http://socialsolihull.org.uk/localoffer> for further information

<http://socialsolihull.org.uk/localoffer/family-information-service-directory> also has a directory of services.

Dyspraxia Foundation The group provides information and support to families of children with Dyspraxia.

Helpline **01462 454986** Admin: **01462 455 016** Fax: **01462 455 052**

Email: info@dyspraxiafoundation.org.uk

Face 2 Face offers parents the opportunity to engage with parents of disabled children for advice and support. Email helpline@scope.org.uk 0808 800 3333

<https://www.scope.org.uk/support/services/befriending/about-face-2-face>

<https://www.scope.org.uk/>

Solihull Child and Adolescent Mental Health Services 01564 732860

What is Solihull's Local Offer for children with SEND?

See <http://socialsolihull.org.uk/localoffer> [ChildLine](#)

Information on child safety

[https://www.childline.org.uk/infoadvice/bullying-abuse-safety/online-mobilesafety/staying-safe-online/The National Crime Agency's CEOP Educationteam](https://www.childline.org.uk/infoadvice/bullying-abuse-safety/online-mobilesafety/staying-safe-online/The%20National%20Crime%20Agency's%20CEOP%20Educationteam)

[https://www.thinkuknow.co.ukInternet Matters](https://www.thinkuknow.co.ukInternet%20Matters)

<https://www.internetmatters.org/>

What are the arrangements for making a complaint?

In the first instance, if you have any concerns or queries you should speak to your child's class Teacher or the SENDCo straight away so that they can be dealt with quickly and effectively. If you feel that your concerns are above this level then please contact the Head teacher. If you feel that your complaint has not been dealt with satisfactorily then please contact the Chair of Governors Mrs T Willmott.

A copy of our complaint procedure can be found on the School Website.

A Glossary of SEND terms

There are many terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEND terms.

ADD Attention Deficit Disorder

ADHD Attention Deficit and Hyperactivity Disorder

AR Annual Review

ASC Autistic Spectrum Condition

CAF Common Assessment Framework

CAMHS Child and Adolescent Mental Health Service (Also known as Solar)

CLD Communication and Language Difficulties

COP Code of Practice

CP Cerebral Palsy

DCD Developmental Co-ordination Disorder

EHCP Education and Health Care Plan

EP Educational Psychologist

HI Hearing Impairment

LA Local Authority

LAC Looked After Child

LSA Learning Support Assistant

MLD Moderate Learning Difficulty

MSI Multi-Sensory Impairment

OT Occupational Therapist

PBP Positive Behaviour Plan

PHP Positive Handling Plan

PI Physical Impairment

PLP Personalised Learning Plan

SaLT Speech and Language Therapy

SEMH Social, Emotional and Mental Health

SEN Special Educational Needs

SEND Special Educational Needs and Disability

SENDCo Special Educational Needs Co-ordinator

SISS Specialist Inclusion Support Service

SpLD Specific Learning Difficulty

SSA Special Support Assistant

TAC Team Around the Child

TAF Team Around the Family

VI Visual Impairment