

Supporting Special Educational Needs and Disabilities at Watling Street Primary School.

Introduction

Every Governing body is required by law to publish information about how the school makes provision to meet any special educational needs (SEN) of its pupils. The information is available free of charge to parents of existing or future pupils of the school, the Local Education Authority, Health Services and any other interested parties who may request a copy, either by calling into the school, or by post. This document contains all of the required information. Further information and advice on meeting special educational needs in school is available from the government through their document "Special Educational Needs Code Of Practice (2014)". The school operate its policy, provision and practice in accordance with this guidance.

1. SEND Policy

Watling Street Primary School places great importance on striving to meet the needs of all children and young people in the school, and fully recognises that some children will require additional help to access the curriculum and fully participate in learning. Our vision for SEND, and Aims and Objectives are set out below:

Our Vision

To enable every child to experience success and reach their potential through inspiring teaching and bringing education to life.

Our Aims

At Watling Street Primary School we believe that all children should have their individual needs met and have equal access to the curriculum. We make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all. We aim to reduce barriers to progress wherever possible by embedding the principles in the National Curriculum Inclusion statement.

<https://www.gov.uk/government/collections/national-curriculum>.

We celebrate individual differences and foster values of mutual respect preparing children for the diverse world in which we live and helping them to achieve their goals. We aim to deliver a curriculum that is personalised to the needs of each individual child at our school, enabling them to benefit from a rich learning environment. We have high expectations for all of our children wanting them to achieve to their potential and celebrating the small steps they make on their journey. We ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

We aim to use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory/physical.

We aim to work alongside parent/carers' and pupils' gaining their views in order to establish good relationships built on confidence and partnership.

We aim to ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

We support pupils with a range of medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils. A individual health care plan will be written.

We work collaboratively with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Our Objectives

To enable each child to learn in their preferred style.

To give a variety of learning opportunities outside the classroom.

To listen and respond to pupil and parental voice.

To engage pupils and parents in all discussions of how best to support a child.

To develop social and emotional well-being as well as academic achievement.

2) What are special educational needs (SEN) or a disability?

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

This states:

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

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

3) Provision made at the school for SEN

Admission Arrangements

The admission arrangements for the school are administered in accordance with the guidance set out in the Admission Arrangement published by the Authority.

A copy of the Admission Arrangements is available from Walsall Children's Services.

- All children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For those children who have an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help?

Children and young people make progress at different rates and in different areas throughout their school life. This may be affected by their health, absence from school, difficulties in their home circumstances, or other reasons such as their lack of English if they are newly arrived in this country. These reasons alone would not mean that a child or young person has Special Educational Needs. We identify whether children and young people need help or have a SEN in the following ways:

- information that we may receive when a child or young person transfers to the school;
- considering information and assessments that we may receive from other professionals outside of the educational area e.g. health services; which may indicate a gap in knowledge or skills
- identifying where pupils have greater difficulties in learning in relation to other children of the same age;
- constant monitoring of progress of individual children at regular intervals;
- considering whether the pupils rate of progress is in line with the progress of other children of the same age
- listening to what children and young people and their parents/carers tell us;
- observation of the pupil indicates that they have additional needs when conducting our own in depth assessment of learning and behaviour;
- seeking further views through consultations with other external educational professionals e.g. Educational Psychologists, Advisory Teachers etc

5) What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's class teacher.

This then may result in a referral to the school SENCo whose name is Mrs. J. Pilgrim.

Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate. Mrs. Pilgrim can be contacted through the school office.

All parents concerns will be listened to and their opinion valued. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6. How will our school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.

Early Support

When we first identify that a child or young person has a difficulty and they are not making progress in relation to other pupils in the class and year group, we will plan how we are going to help them to overcome this, and give a timescale and target for improvement. For most children and young people this "boost" may be all that is required. When we have assessed that the child or young person is achieving within the normal ability range for the rest of the children in the class we will judge the support to have been successful and finish the plan.

SEN Support

If the support has not been as successful as we hoped and the pupil is still achieving well below that of all of the other children and young people, additional action to increase the rate of progress will be then identified and recorded this will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision will be made to support the teacher to implement additional strategies to further support the success of the pupil. Once a child or young person is achieving within the normal range for the class we will reduce the level of support. We will then fairly and equitably redistribute the support to other children who require this to make progress.

If a child or young person is still finding it difficult to make progress and continues to requires a higher level of support, we may involve other professionals external to the school e.g. SEN Advisory Teacher. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership will be sought in order to improve attainment.

During this process we will consider along with the parents and other professionals whether to request further assessment of the individual pupil's SEND. This is a very serious decision and will sometimes mean that very specialist provision such as a special school may be required in the future, as the child or young person's needs are severe, complex and long term.

This is in accordance with the national guidance issued through the "Code of Practice on meeting Special Educational Needs" 2014 and the Walsall Children's Services guidance

Action relating to SEN support will follow an assess, plan, do and review model:

Assess: Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, including relevant academic and developmental targets taking into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

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

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

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

Providing Equal Opportunities

We expect all of our pupils to have access to all parts of the curriculum, together with all other children and we will make reasonable adjustments for those with additional needs to ensure that there are no barriers to this. Occasionally and with the agreement of both the child and young person and their parents/carers a joint decision will be made to make reasonable adjustments to the curriculum to undertake an individual replacement activity better suited to that child or young person's needs. We will also ensure that there are no barriers to children and young people with SEND taking part in all of the activities of the school that are generally on offer to all pupils, and alongside their peers.

Monitoring the success of our provision

We regularly monitor the progress of all our pupils, and children and young people with SEND are no exception. We set targets for improvement for all children and will ensure that these targets are made available to both the pupils involved and their parents. It is particularly important for children with SEND that:

- parents work with us and support the additional work that we are doing;
- we have the same high expectations for pupils with SEND as we do for all children;
- we regularly monitor and review our provision
- we report at least yearly on progress to the Governing Body

External monitoring of our provision and arrangements is provided by the Authority and the OFSTED Inspection process. The monitoring and support arrangements for the SENCo are as follows:

The monitoring of the SENCo is the responsibility of the Head Teacher, SLT and governors.

The SENCo has dedicated release time in order to complete administration, work with pupils, mentor staff and meet with parents/carers and outside agencies. The SENCo reports to the SLT and to staff meetings.

Involving Parents

We welcome the involvement of all parents but particularly those of children and young people with SEND. Without their commitment and support to continue the additional work we do, the programmes that we put in place will not be as successful. All parents will be consulted if we decide that we will need to make additional SEN provision for their child. We will request their attendance and advice at regular reviews and are happy to meet to discuss any concerns there might be. We see parents as equal partners in their child's learning and progress.

Training for Staff

We regularly undertake training and development work in the area of SEND in school, and this is included in our school development and training plan.

Sharing Experiences and Good Practice

As a school we are part of a wide education community. We meet together at regular intervals and share good practice. There is a special Walsall network for SENCo's/ Inclusion Managers which allows professionals to come together at regular intervals to discuss their concerns and new developments and to plan training for the foreseeable future. In addition we:

- work closely with neighbouring schools within our area, including special schools
- become involved, both staff and pupils, in activities that take place with other schools
- support the transition of children between schools through planning and meeting teachers in the receiving school, and transferring records and knowledge
- ensure that, if local, children have the opportunity to visit the school and meet key staff before they move

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

This school uses pupil centred profiles. Pupil voice sections are recorded by the pupils with the support of an adult with which they are familiar and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

8) How will the curriculum be matched to each child's needs?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.

In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

9) How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents termly through SEN support reviews, the school reporting system and Parents' Evenings.

A Home-school diary may be used to communicate with parents and school staff if feedback is necessary on a more regular basis and extra parents' meetings can be arranged.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01543 452320.

10) How will parents be helped to support their child's learning?

Please look at the school website. It can be found at <http://www.watling-st.walsall.sch.uk/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The class teacher or SENCo may also suggest additional ways of supporting your child's learning.

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

If you have ideas on support that you would like to have access to please contact the SENCo who will locate information and guidance for you in this area.

11) How will the school evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment scores in comparison to age related expectations. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

12) What support will there be for children overall well-being?

Our school offers a wide variety of academic and pastoral support for pupils. This includes: A Personal, Social, Health and Emotional (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

Pupil and Parent voice mechanisms are in place and are monitored by SLT.

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

Pupils who find outside class times difficult are provided with alternative opportunities within the school and action is taken to develop their social interaction skills.

The school has an Anti-Bullying Policy which is embedded in our ethos and values. Buddies in school are trained to support the anti-bullying policy and take their role very seriously.

13) Pupils with medical needs.

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with our parents support advisor, Mrs. L. Manley, parents and if appropriate, the pupil themselves.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within **Supporting pupils at school with medical conditions** (DfE) 2014 and identified in the School Medicine Administration Policy.

14) What specialist services are available at the school?

The school has access to a range of specialist support services that are identified in (6) above.

15) What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training:
Training has been provided to all staff on:

- The New SEND Code of Practice: 0 -25 years.
- Assess, Plan, Do, Review Paperwork
- Colourful Semantics
- Quality First Teaching for Pupils with SEND
- Autism Awareness
- Nurture Principles
- Dyslexia Awareness

Enhanced training has been provided to the SENCo:

- Introduction to attachment trauma and resilience training
- Sensory Issues
- Attendance at the termly SENCo Update

In addition to this the school has:

- The SEN Coordination award.
- The school has regular visits from SEN specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.
- The Governor with specific responsibility for SEN has completed the SEN Governor training.

16) How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. Individual plans and risk assessments are put into place where a child has SEN and all parties involved to agree an appropriate level of support..
The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

17) How accessible is the school environment?

We have made adaptations to the school environment to support increased access for children, young people, parents and carers with disabilities and SEN:

- Stair lift
- Disable toilet facilities
- Disability access compliant doorways
- Blinds in classrooms
- Fire escape route with ramp (hall exit)
- Highlighting edges of steps
- Two disabled parking spaces

The School has an access plan and this is available in the school office.

The school creates personalised access and evacuation plans for individuals as the need arises.

Signage is clear and visible.

Emergency lighting is installed and maintained

The EYFS classrooms will have ramp access

Future actions include:

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

18) How will the school prepare/support my child when joining or transferring to a new school?

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

On entry:

A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.

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

The SENCo is available to meet with new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. Please contact the office to make an appointment.

If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living.

Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process to support parents when making decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers will be arranged as appropriate.

For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.

- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

We receive funding to respond to the needs of pupils with SEND from a number of sources that includes:

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

We use these resources for meeting SEND in a number of different ways that might include:

- Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc)
- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
- Out of class support (relationship building, social, emotional skill development,)

- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
- Partnership working with other settings (shared resources e.g. Parent support advisor, shared expertise, support from local special school on action to improve inclusion, shared alternative environments etc.)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals for a period of six months or longer, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

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

In Table A attached to this document, there is a breakdown of; the money we receive for SEND and how this is effectively used. This includes resources, staffing and social grants.

We must recognise that children have different degrees of difficulty, so the additional support that they receive will depend upon how great their difficulty is, children with greater need receive more support. We call this our continuum of need and match it to a continuum of support.

This school takes its duties regarding SEND very seriously and commits significant resources to meeting children and young people's individual needs.

The resources that we offer are comparable with similar schools in Walsall, and we allocate them fairly and equitably according to the level of need. They are based on our professional assessment of the level of difficulty the pupil is experiencing in relation to other children of the same age.

We have a range of different external services regularly available to us for SEND support and these include: Advisory Teachers for SEN, Educational Psychologists, Rushall Inclusion Services, Specialist Sensory and SpLD staff: Education Welfare Officers and Attendance Support Workers, Behaviour Support Workers.

We may also call upon school health services, social services and other key statutory and voluntary agencies that work in specialist areas in Walsall.

19) How is the decision made about how much support each child will receive?

For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.

For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

20) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENCo or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

21) Who can I contact for further information or if I have any concerns?

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

Your child's class teacher,

- The SENCo,
- The Head Teacher,

Parental Complaints

We will always be open to receiving either compliments or complaints from parents of children and young people with SEND in the school. In the first instance these should be relayed to the SENCo/ Inclusion Manager either by calling for a discussion/ to make an appointment, or by writing into school.

- Telephone discussion - complaints, can usually be easily and quickly be dealt with by a telephone conversation, but, please be aware that staff will find it difficult to get to the phone during the normal teaching day.
- Meeting in school with SENCo - in the unlikely event that this does not allay your concerns, then the next stage would be to organise a meeting in school with the SENCo to discuss this further.
- Meeting in school/ discussion with Head Teacher - if you are still not satisfied that your concerns have been resolved then please contact the head teacher. An appointment will be made for you to A copy of the school's complaints procedure is available from the school office.

Key Contacts

The key contacts for further advice and information on SEND in the school are;

Mrs L. Powell – Head Teacher

Mrs J Pilgrim – SENCo

Responsibilities

The Governing Body are ultimately responsible for using their best endeavours to meet the needs of children and young people with special needs in their school.

The Head Teacher as the leader of the school is responsible for ensuring that this is translated into the running of the school.

The Special Educational Needs Coordinator is responsible for coordinating the day to day provision for children with SEND. In this school this person is Mrs. J. Pilgrim.

All teachers are teachers of SEND and should take full responsibility for all young people and children with SEND in their class.

We also employ some staff to work specifically in this area to ensure that we are able to offer the additional support that is required and from time to time call upon professionals from outside the school to offer us additional support and advice.

22) Support services for parents of pupils with SEN include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iassnetwork.org.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

23) Information on where the Local Authority's Local Offer can be found.

<http://www.wald.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

This website provides information for parents and carers about what is available for children and young people from birth to 25 years in Walsall. It covers universal, targeted and specialist provision for children, young people and their families.

References

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The **SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014.

<http://preview.tinyurl.com/nrv8wxy>

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

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice