

Special Educational Needs (SEN) Information Report

STUART BATHURST CATHOLIC
HIGH SCHOOL



Mission Statement

**‘To bear witness to the Gospel values and act always with a
steadfast determination to do and be of our best’**

SEND Information Report

Last reviewed on: September 2026

Next review due by: September 2027

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school. The SEND policy can be found on www.stuart-bathurst.org.uk

This Special Educational Needs and Disability (SEND) information report details how Stuart Bathurst Catholic High School will do its best to ensure that the necessary provision is made for any student who has SEND, and those needs are made known to all who are likely to teach and work with them.

All Stuart Bathurst Catholic High School leaders will work hard to ensure that teachers and support staff in the school are able to identify and provide for those students who have SEND. This should allow students who have SEND to join in the activities of the school together with students who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

The staff and governors of Stuart Bathurst Catholic High School will ensure that all SEND students are given tools to achieve their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

This document aims to support all invested parties in providing positive, whole school approaches towards the learning, progress and achievement of SEND students. **All teachers are teachers of SEND.** Teaching and supporting such students is therefore a whole school responsibility requiring a whole school approach.

Meeting the needs of SEND students requires partnership, working between all those involved: Local Authority (LA), school, parents /carers, students, children's services and all other agencies.

Stuart Bathurst Catholic High School is committed to welcoming all students. **The only group of people we cannot accommodate, that we are currently aware of, are those who need lifts to access places where others can use stairs. There are other schools in the academy chain who can accommodate those individuals.**

Adjustments will be made, where necessary and possible, to enable all students for whom our school is the best and appropriate placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Stuart Bathurst Catholic High School supports numerous students who have been identified with SEND. These students' needs and disabilities include sensory and/or physical, social, emotional and

mental health as well as communication and interaction and students with cognition and learning difficulties.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment

2. Which staff will support my child, and what training have they had?

SEN Departments Roles and Responsibilities

The SEND department at Stuart Bathurst Catholic High School consists of the SENCo, Learning Support Practitioners (LSPs), and Learning Support Assistants (LSAs). The SEND department oversee, monitor, carry out and review a wide range of provision and support for the students at Stuart Bathurst Catholic High School.

Leader for Special Educational Needs, Disabilities and Inclusion: Miss T Caan. The SENCo provides leadership for the Special Educational Needs team which is focused on identifying, assessing, supporting and reviewing the most effective avenues of support to ensure students with SEND make progress in a range of areas within school life. Together with others, the SENCo engages in collaborative leadership designed to secure the achievement of the school's strategic priorities.

The SEN Team

The Teaching Assistants (TA's) have qualifications and experience of working with students with physical disabilities, specific learning difficulties and students with social and emotional needs. The students they support are of all ability levels. TA's deliver interventions to develop skills, either in small groups or on a 1:1 basis. Teaching Assistants work in class under the direct instruction of the subject teacher, helping to work towards each student learning to their full potential. TA's who have a subject specialism support within their skill area. Throughout each academic year, professionals from outside organisations provide additional training to develop the skills and knowledge of all SEND staff.

Teaching Assistants (TAs)
We have a team of Teaching Assistance, who are trained to deliver SEND provision, and interventions.
Mr T Harper - Level 3
Specific Learning Difficulties and Timetabling
<u>Interventions</u>
Fresh Start /Switch On
Social Use of Language
Mrs N Garbett - Level 3
Interventions Groups
<u>Interventions</u>
Fresh Start / SEMH / Switch On
Reading / Handwriting
Miss G Donnelly - Level 3
SEND Transition & Sensory Impairment
<u>Interventions</u>
Maths
Miss H Walklett - Level 3
SEND Support /Exam Concessions
<u>Interventions</u>
Lexia / Speech, Language and Communications
Switch On
Mr David Oldbury - Level 2
<u>Interventions</u>
Fresh Start/ Handwriting
Switch On/ Mentoring
Miss J Krawczyk - Level 2
<u>Interventions</u>
SEMH/Anxiety/ Handwriting
Lexia Reading Programme
Miss H Hulla – Level 2
Interventions
Switch On
Fresh Start / Mentoring

External agencies and experts

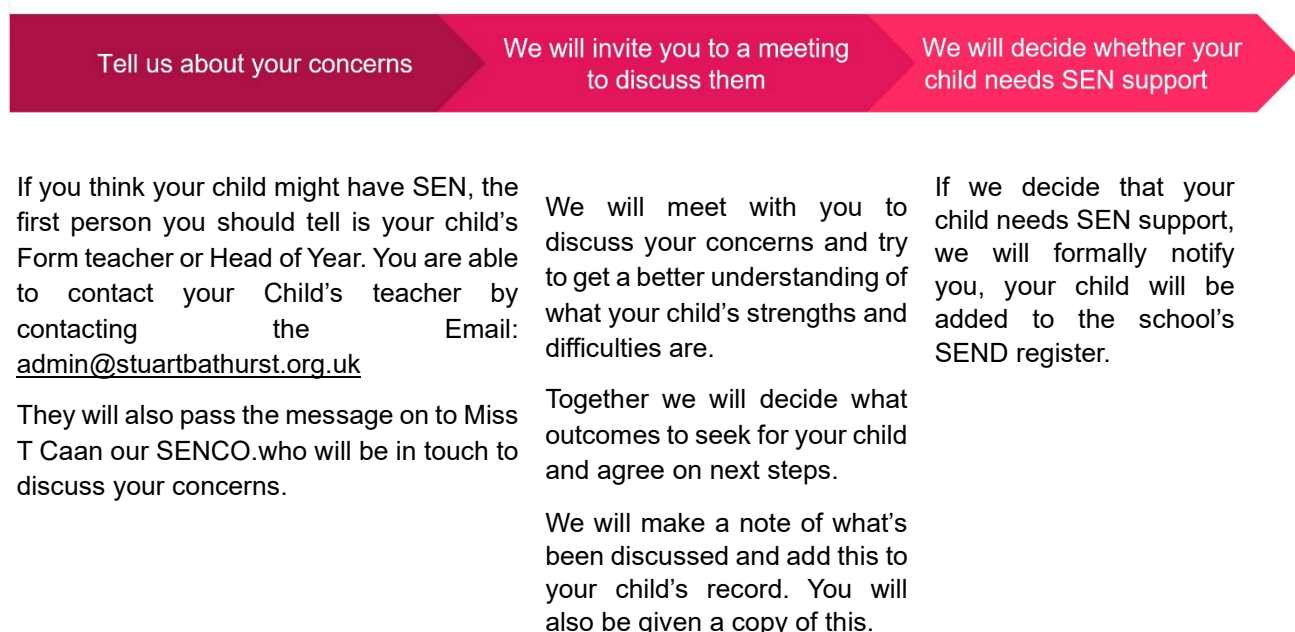
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

Working with outside Agencies

The SEND Department supports a multi-disciplinary approach to maximise the educational provision for SEND students. Many agencies and support services are able to help identify, assess and provide support for SEND students. Such agencies and support services include a wide variety of specialist teachers and other professionals. The school has a named careers advisor and three dedicated Welfare Officers. In addition, the Behaviour and Inclusion department provides a wide variety of care for students who struggle to manage their own behaviour in addition to SEND students with social, emotional and mental health difficulties. The SEND Department liaises with each of these other pastoral groups.

The SEND Department, Safeguarding and Pastoral teams work with the following outside agencies:
• Action for Children
• Alternative Provision (Albright Medical School, Impact Independent School)
• Black Country Women's Aid - risk of CSE, controlling relationships, domestic abuse Breaking Silence - self harm, self esteem
• Brook Advisory - sexual health and counselling support CCAT (Complex Communication and Autism Team)
• Child and Adolescent Mental and Health Services (CAMHS) DECCA - support with alcohol and substance abuse
• Educational Psychologist Service (EP)
• FST – Family Solutions Team – working with families on the edge of care
• Kaleidoscope - emotional health and wellbeing support
• KOOTH - online support for emotional well being
• LACE virtual school
• Speech/Occupational/Physiotherapists Therapists Social Services: Child Protection Plan, Child in Need
• PREVENT - support for young people at risk of terrorism and exploitation
• Sensory Advice Team (Teacher of the Visually Impaired, Teacher of the Hearing Impaired) Speech and Language Therapy Services
• Special Educational Needs Advisory Teacher for Learning (SENATL)
• Special Educational Needs Advisory Teacher for Social, Emotional & Mental Health (SENAT SEMH)
• Youth Offending Team (YOT)
• Young Carers - support for children who are young carers

3. What should I do if I think my child has SEN?



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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

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

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

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Graduated response, Stuart Bathurst Catholic High School adopts a graduated response to meeting the needs of our SEND young people. When a student is identified as possibly having SEND, the school will collate all the information about how that student has been supported so far. Both Quality First Teaching and rigorous pastoral support systems will be discussed. If it is clear that the student is still not making progress, either academically or socially, the student may be thought to have SEND and thus be placed on the SEND register. Initially, the student will be given in-school support (which has replaced School/Early Years Action). They may then be deemed to need outside agency support through the 'assess, plan, do, review' process.

The graduated response system is used with all students needing additional support, whether or not they are on the SEND register. The student's needs will be assessed and from that assessment, a plan of support will be created. From that plan, the support will be delivered (do) to the student, and possibly the family and teachers, where applicable. Once the support has been worked through, it will be reviewed. This process is continual.

When Stuart Bathurst Catholic High School feels that extended provision or advice is needed, we advise parents/carers to ask for an Education, Health and Care (EHC) needs assessment which has

replaced statutory assessment. Stuart Bathurst Catholic High School will follow the latest Code of Practice published by the government and offer support to all involved as appropriate.

Teaching and Learning

Students who require the greatest support, as well as the class teacher, may have a member of support staff assigned to their lessons; this allows each student to have additional support in class as required. In Key Stage 3, all the students follow a broad and balanced curriculum, allowing all students the opportunity to showcase their talents in different areas.

In addition to differentiated mainstream lessons, students who are identified through assessment as needing additional Numeracy, Literacy or Social, Emotional or Mental Health support are work through interventions led by trained practitioners.

Students who need additional support with home learning, and those who may not have access to the internet at home, are encouraged to attend homework club where a number of learning support assistants are able to help and guide them with their work.

Each teacher has a copy of the 'SEND Teacher Handbook' that was designed specifically to help Stuart Bathurst Catholic High School teaching staff effectively support each student with SEND.

Towards the end of Key Stage 3 students are given the chance to choose their options for study for Key Stage 4. We have differentiated paths of study, allowing opportunities at all levels of ability and appealing to a wide range of interests. We ensure that the options are

thoroughly discussed with both students and their families; supporting students to ensure they chose Key Stage 4 qualifications with a view to their life long ambitions. We also support students to consider their ability to access any given choice.

Students who are identified as SEND may be entitled to a reader, additional time or other modifications during official examinations. This is based on an assessment where students have to meet certain criteria.

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

We will provide termly reports on your child's progress, this is three times per year. Your child's class/form teacher will meet with you annually during Parents Evenings, to:

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

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff. If you have concerns that arise between these meetings, please contact your child's class teacher.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting ➤ Attend Annual Review meetings with their key worker.
- Complete a pupil passport and an Individual Learning Plan, that is shared with class teachers.
- Discuss their One-page profile with their key worker.

8. How will the school adapt its teaching for my child?

Stuart Bathurst Catholic High School Accessibility Plan can be found on; www.stuart-bathurst.org.uk/parents/sen . Our plan is drawn up in accordance with the planning duty in the Equality Act 2010, Children and Families Act 2014 (The 2014 Act) - including The Special Educational Needs and Disability Regulations 2014 (The SEND Regulations) and The Special Educational Needs and Disability Code of Practice: 0 to 25 years (The SEND CoP). It also draws on the guidance set out in Sandwell Local Authority's 'Accessibility Strategy (<http://www.sandwell.gov.uk/send>)'. At all times the School will be equally aware of the needs of disabled staff, parents and visitors.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular, that which has already been produced for pupils who are not disabled.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fit all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, modelling answers, using visualisers etc.
- Adapting our resources, for example adapting handouts, providing writing frames.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in class who have an Educational, Health and Care Plan.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Autism Spectrum Condition - <i>Visual Timetables, Social Use Language, Social Stories, Sensory Circuits</i>
	Speech and language difficulties	Speech and Language Therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	SpLD/MLD/SLD - <i>Writing Slopes, Touch typing, Lexia Power Up</i>
	Moderate learning difficulties	
Social, emotional and mental health	ADHD, ADD	Understanding Emotions/Sensory Circuits Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups Mentoring, Understanding Emotions, Managing Anxiety
Sensory and/or physical	Hearing impairment	Whiteboards
	Visual impairment	Laptops, Touch typing

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing progress with class teachers
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO, during review meetings.
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

SEND Support

When students are identified as needing provision that is additional to or different from that provided as part of normal class activities they will be supported through SEND support. The triggers for intervention will be concern, backed by evidence, about a young person who despite receiving differentiated learning opportunities and Quality First Teaching makes:

Little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness.

- Shows signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioral difficulties which are not improved by the behavior management techniques employed by the school;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision offered.

In some cases, the decision may be taken by the SENCo, in consultation with the parents/ carers and young person, to involve external support services provided by the Local Authority (LA) and/or other agencies. These agencies will provide advice on the use of new or specialist strategies/materials. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases, they will provide support for particular activities. In some cases, the LA or outside agency may be engaged to undertake specific work with a young person as their particular needs cannot be met solely by the school.

EHC Plan

If students have an Educational, Health and Care plan (EHC plan), we as a school will ensure that we meet the needs and provision as outlined in the paperwork. Parents/carers are kept informed as to the provision provided by the school and staff are always notified of needs and strategies to use with the young person.

In-school provision

Stuart Bathurst Catholic High School offers a range of in-school provisions to address the needs of individual students. Such provision can range from academic, social, emotional and even physical support. The type, level and amount of support is discussed at Student Support Meetings and is monitored by: the pastoral team, the attendance team, the SENCo, or the Safeguarding Team. Students, parents/carers and all professionals involved with the student are informed of any provisions when appropriate.

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

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

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

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority and apply for an EHCP.

Evaluating the Success of the SEN Provision

The following procedures provide evaluative points for assessing the effectiveness of Stuart Bathurst Catholic High School's SEND policy and SEND Information Report:

- Student assessments for review meetings
- Exam analysis data
- Value added assessment data collated from the external examination procedure
- Internal teacher assessment collated within the review process
- Assessment data from Inclusion support
- Annual Review meetings
- SEND Governor meetings
- SEND Departmental meetings
- SEND review documentation and advice

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including any residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops or whole school events. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

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

The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children. An Education, Health and Care Plan is a plan made by the local authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child. Stuart- Bathurst Catholic High School will be consulted prior to naming the school, to ensure we are able to meet the pupil's needs and have the correct provision for the pupil. If we are able to ensure the provision is correct, then the local authority will name Stuart Bathurst Catholic High School on the plan.

13. How does the school support pupils with disabilities?

Stuart Bathurst Catholic High School aims to ensure that:

- SEND students will have their needs met.
- The views of our students are sought and considered.
- Partnership with parents/carers plays a key role in supporting their child's education and enabling them to achieve their potential; our school will endeavor to support parents/carers through the process of transition and adjustment.
- SEND students are offered full access to a broad, balanced and relevant education. SEND students have full access to all school activities.
- We work in partnership with external agencies to meet the needs of the student. There is a smooth transition at each transition stage for the student.
- Teachers are aware of the importance of early identification and of providing for SEND students whom they teach.

- For any child with an EHC plan, our school will work with families and the young person to help them fully understand the EHC plan and draw up a profile that describes the child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.

Stuart Bathurst Catholic High School will:

- Ensure that the necessary provision for any student who has SEND is delivered.
- Ensure that teachers and support staff in the school are aware of the importance of identifying and providing for those students who have SEND, making reasonable adjustments.
- Ensure that a student with SEND joins in the activities of the school together with students who do not have SEND, if he/she wishes to and it is deemed they should be encouraged to. Ensure that all staff are aware of the students' needs and know how to best support them.

14. How will the school support my child's mental health, and emotional and social development?

Social, Emotional and Mental Health Support.

Students with SEND at Stuart Bathurst Catholic High School may be identified through observations, referrals and testing for need of additional support for Social, Emotional and Mental Health support. The SENDCo works closely with others within the school to ensure the correct support is given. Students receive both small group interventions and individual support. The school counsellors offer support for those with a high level of need who may not meet the threshold of being supported through CAMHS or Murry Hall. The SEND department holds a breakfast Club, breaktime, lunch club and homework club in which students who may be vulnerable can attend. Students identified with severe anxiety requiring extra care have the opportunity to attend the **Alternative Care Provision**. The School may procure the aid of the above specialist services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources. Co-operation between the School, LA, health services and social services is vital if we are to secure the most effective assessment, intervention, deployment of resources and progress for students with SEND.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Transition from Primary School

As soon as a student with SEND has their place confirmed at our school, we start finding out more about them so we can plan for their needs and ensure that they settle into our school happily and make good progress. Stuart Bathurst Catholic High School works closely with previous schools, or educational settings, and our SENCo attends year 6 Annual Review meetings when possible and invited. We are also running an Extended Transition programme and can offer places at our year 6 into 7 Summer School. These programmes allow the school to get to know the students and help the individual students make a positive transition from primary school.

Stuart Bathurst Catholic High School strongly encourages students with an EHC plan, parent/carers and primary SENCos/Key Workers to visit the school and meet our SENCo prior to naming the school. Stuart Bathurst Catholic High School's also strongly encourages that primary SENCos invite the secondary SENCo to any year 6 review or transfer meetings.

Stuart Bathurst Catholic High School's Transition staff to contact:

- Leader for Special Educational Needs, Disabilities and Inclusion: (Miss T Caan)
- Year 6 SEND Transition (Miss Donnelly)
- Year 6 Transition Team

- Head of Year 7 (Miss Kaur)
- Family Support Worker/DDS (Mrs. Bayley)

Between phases (for secondary schools)

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

Moving to adulthood (for secondary schools)

We provide all our pupils with appropriate advice on paths into work or further education, by working with Connexions Sandwell, Education, Employment & Skills. We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mr T Walsh, who is the designated teacher for looked – after children will work with Miss T Caan, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy. If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#). If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination> You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

If you require any further assistance please contact us using the school's email and telephone numbers:

Main Reception: 0121 556 1488, Contact: R. Bayliss — Receptionist

Email: admin@stuart-bathurst.org.uk

Parent Portal: parentportal@stuart-bathurst.org.uk

Email: sendmailbox@stuart-bathurst.org.uk

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

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. To see what support is available to you locally, have a look at Sandwell Local Offer: <http://www.sandwell.gov.uk/send>. Support Service: Sandwell Inclusion Support. Telephone number: 0121 569 2777. Email: inclusionsupport@sandwell.gov.ukSupport. There is also Sandwell SENDIASS. Description of service offered: The information advice and support service on issues related to SEN and disability for parents and carers and young people. <https://www.sandwellsendiass.co.uk/enquiries/new> National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **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 SEN 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
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) 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
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **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 that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. 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

- › **SENCO** – The Special Educational Needs Co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages