



SHIRE OAK ACADEMY

SEND Information Report

September 2026.

Turning Potential into Excellence

#BeIncredible



What is *the* local offer?

Local authorities **must** publish a local offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have special educational needs (SEN) or are disabled, including those who do not have education, health and care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will be available.

The Walsall [local offer](#) has two key purposes: ([Welcome to Walsall's SEND Local Offer | Send](#))

- To provide clear, comprehensive, accessible, and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

(Source SEND Code of Practice 2014)

What is *our* Information Report?

Our Information Report is about providing specific information for children and young people with special educational needs and disabilities (SEND) and their parents or carers about what services young people and their families can expect from the academy and therefore more choice over what support is right for an individual pupil.

The kinds of special educational needs (SEN) for which provision is made at Shire Oak Academy

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our Academy, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavors, in partnership with parents, to make the provision required to meet the SEN of pupils at Shire Oak Academy. For children with 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,
- 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 our governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.
- 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.

It is advisable that prospective parents of students with SEN contact the SENCO.
(SOASEND@soa.merciantrust.org.uk) to discuss their child's SEN needs prior to an application being made.

Information about how the Academy identifies pupils not making progress and assesses pupils with SEN.

We know when a student needs help if:

- Concerns may be raised by parents/carers, external agencies, teachers, the pupil's previous school, or the pupil themselves, regarding concerns relating to their levels of progress or inclusion in the curriculum.
- Screening, such as completed on entry or because of a concern being raised, indicates gap in the pupil's knowledge and/or skills.
- Academy tracking of attainment outcomes indicates lack of expected rate of pupil progress.
- Observations of the pupil indicates they have additional needs

Information about how Shire Oak Academy makes provision for pupils with SEN whether or not the pupil has an EHCP.

All pupils will be provided with high-quality teaching to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through several processes that include:

- Classroom observation by the senior leadership team, the SENCo, external verifiers,
 - Ongoing assessment of progress made by pupils with SEND,
 - Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 - Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
 - Pupil and parent feedback on the quality and effectiveness of interventions provided,
 - Attendance and behaviour records.
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- 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.
 - All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and 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 and if appropriate, the pupil themselves.
 - The academy will identify and record any further action needed to accelerate progress. This will include reviewing the impact of adaptive teaching and, where necessary, providing teachers with additional strategies to support the pupil's success.

All children placed on the SEND register will have a learning plan and be allocated a designated keyworker. They will receive support that is different from and additional to that, which is wave 1 provision (quality first teaching). Parents are always informed if it is felt appropriate to place their child on or remove from the SEN register and a discussion takes place with them. Parents can be provided with copies of their learning plan and are invited to contribute to their child's targets. Progress towards their targets is continually monitored by the SEN team and teaching staff. All teachers can access individual students' learning plans on Bromcom. Teachers use these plans to scaffold teaching approaches and resources so that all students can access the curriculum.

Pupils with Disabilities and Accessibility Plan

Admission is as per all students via the LA admissions portal. Pupils with an ECHP will follow the LA procedure for transition.

We actively monitor the participation rates for disabled pupils in pastoral and academic curriculum to ensure disabled pupils are fully represented in the school community.

Shire Oak Academy has some accessible classrooms and entrances and a lift to higher floor in the KJ building for Post 16. Where possible lessons can be moved to accessible classrooms.

Accessibility plan is located on the Academy Website

Looked after students with SEN.

At Shire Oak Academy, we are committed to ensuring that children in care and previously looked after children achieve positive educational outcomes and have access to the same opportunities as their peers.

The Academy's **Designated Teacher for Looked After and Previously Looked After Children is Mrs H Powell**. Mrs Powell works closely with the SENCo, pastoral team, external agencies, carers, parents, and the Virtual School to ensure that pupils receive appropriate support and that any barriers to learning are identified and addressed at the earliest possible opportunity.

Where a pupil is both looked after (or previously looked after) and has Special Educational Needs and Disabilities (SEND), the Designated Teacher and SENCo work collaboratively to ensure that staff understand how the pupil's individual circumstances and SEND needs may interact and impact on learning, attendance, wellbeing and progress.

Pupils who are looked after (or previously looked after) access SEND support in the same ways as any other pupil with identified needs. In addition, children in care will have a **Personal Education Plan (PEP)** which is reviewed regularly. Shire Oak Academy ensures that PEP targets, SEND learning plans and, where applicable, Education, Health and Care Plans (EHCPs) are aligned and compliment one another, providing a coordinated approach to support, intervention and achievement.

We believe that strong partnerships between home, school, the Virtual School and external professionals are essential in enabling children in care and previously looked after children to thrive academically, socially, and emotionally.

How we solve disputes and problems

At times you may disagree with advice or guidance given to you by your local authority. SEN Mediation is a service to support parents or young people to resolve disagreements with the local authority.

Mediation can be used before deciding whether to appeal to the SEND Tribunal about decisions of an assessment or an EHC plan. The contact details for Walsall's mediation service are;

KIDS West Midlands:
249 Birmingham Road,
Wylde Green,
Sutton Coldfield,
West Midlands B72 1EA

t.0121 355 2707

w. <http://www.kids.org.uk/Event/sen-mediation-service-walsall>

How will I be informed if there is a concern about pupil progress?

If a pupil is identified as not making progress the academy will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have too
- Plan any additional support a pupil may receive
- Discuss with you any referrals to outside professionals to support a pupil's learning

Arrangements for consulting parents about their child's special educational needs

- If you have concerns about your child's progress you should speak to your child's form tutor initially.
- If you are not satisfied that the concerns are being managed and your child is still not making progress you should speak to the SENCo and/or the Student Support Manager.
- Additionally for SEN pupils termly meetings are held to review progress and develop next steps plans.

If you are still satisfied you can speak to the academy's Headteacher via the Headteacher's PA (Sara Read).

Who at the academy has responsibility for SEN pupils?

Everyone is responsible and a Teacher of SEND

Deputy Headteacher: Mrs C Cordon

Assistant Headteacher: Strategic Lead for SEND C Inclusion: Mrs H Powell

SENCo: Mrs B Patel & Miss A Legarska (covering Maternity leave)

Specialist Resource Provision Manager: Mrs L Holmes

& Access Arrangements

Learning Support Manager: Mrs J Duggan

Learning Support Manager: Mrs J Coleman

Review Manager: Miss M Coleman

Responsible for:

- Coordinating all the support for pupils with special educational needs or disabilities (SEND) and developing the academy's SEND policy to make sure all pupils get a consistent, high-quality response to meeting their needs in the academy.
- Ensuring that parents are:
 - involved in supporting a pupil's learning
 - kept informed about the support a pupil is getting
 - involved in reviewing how they are doing
- Consulting with all the other people who may be coming into the academy to help support a pupil's learning e.g. speech and language therapy, educational psychology etc.
- Updating the academy's SEND register (a system for ensuring all the SEND needs of pupils in this

academy are known) and making sure that there are excellent records of a pupil's progress and needs.

- Providing specialist support for teachers and support staff in the academy so they can help pupils with SEND in the academy achieve the best progress possible.
- Providing a nurturing, individualised and adapted specialist resource provision for several pupils in year 7 with communication and interaction difficulties.
- Complete and maintain access arrangements testing, paperwork and deployment of support during exam seasons.

Class Teachers Form Tutor Responsible for:

- Checking on the progress of a pupil and identifying, planning and delivering any additional help a pupil may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- Supporting the 'Assessment, Plan, Do, Review' cycle and sharing information to support pupil progress outcomes.
- Ensuring that all staff working with a pupil in the academy are helped to deliver the planned work/programme for that pupil, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the academy's SEND programme is followed in their classroom and for all the pupils they teach with any SEND.

The Teacher Standards (2012) reassert that all teachers are responsible for the progress and attainment of the pupils in their class, even where pupils' access additional adult support. This means that providing an appropriate curriculum, testing knowledge and measuring progress needs to be appropriate to the starting point of the learner.

Headteacher Responsible for;

- The day-to-day management of all aspects of the academy, which includes the support for pupils with SEND.
- Delegating responsibility to the Assistant Headteacher/SENCo and class teachers to ensure that pupil's needs are met.
- Ensuring that the Interim Executive Board is kept up to date about any issues in the academy relating to SEND.

The Single Category

The new SEN code of practice has introduced the 'single category' to identify where pupils are in their learning progress, recognising the different needs they may have rather than putting them into categories of support. A pupil on the single category will typically be part of specialist support run by outside agencies e.g., speech and language therapy or occupational therapy groups and/or individual support for your child.

Academy support

This means the pupil has been identified by a teacher as needing some extra specialist support in the academy from a professional outside the academy. This may be from:

- Walsall Children's Services central services such as SPLD or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For a pupil this would mean:

- They have been identified by a teacher, with advice from the SLA/SENCo, (or you will have raised your concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- Parents/carers will be asked to come to a meeting to discuss pupil progress and help plan ways forward.
- Parents/carers may be asked to give permission for the academy to refer a pupil to a specialist professional e.g., a speech and language therapist or educational psychologist. This will help the academy and you understand a pupil's particular needs better and be able to support them better in the academy.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way a pupil is supported in class e.g., some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by academy staff under the guidance of the outside professional e.g., a social skills group
 - A group or individual work with an outside professional
- The academy may suggest that a pupil needs some agreed individual support in the academy. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for pupils with specific barriers to learning that cannot be overcome through precision teaching and intervention groups.

Specified individual support – Education Health and Care Plan

This will usually be provided for via an Education, Health and Care Plan (EHCP), formerly a statement of special educational needs. This means a pupil will have been identified by a teacher or TA, with advice from the SENCo, as needing a particularly high level of support. Usually, a pupil will also need specialist support in the academy from a professional outside the academy. This may be from:

- Walsall Children's Services central services such as SPLD or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language Therapy (SALT) Service, the NHS or social care.

For your child this would mean:

- The academy (or you) can request that Walsall Children's Services conduct statutory assessment of a pupil's needs. This is a legal process which sets out the type of support that will be provided for a pupil. After the academy has sent in the request to Walsall Children's Services (with a lot of information about the pupil, including some from you), they will decide whether they think a pupil's needs (as described in the application provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with the pupils to write a report outlining the pupil's needs. If they do not think the pupil needs this, they will ask the academy to continue with enhanced support.
- After the reports have, all been sent to Walsall Children's Services, the LA will decide if the pupil's needs are severe, complex, and lifelong and that they need more targeted resources. If this is the case, they will write an EHC plan. If this is not the case, they will ask the academy to continue with the support at Academy support and set up a meeting in the Academy to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC plan will outline the type of support the pupil will receive, whose responsibility will be to deliver that support, the cost of that support, how the support should be used and what strategies must be put in place. It will also have the pupils' views and opinions fully included.
- Additional adults may be used to support the pupil with whole class learning, run individual programmes or run small groups including your child.
- This type of support is available for children whose learning needs are:
 - Severe, complex and lifelong.
 - Significantly over and above those the school normally offers pupils.

How are SEND resources allocated in the academy?

- The budget, received from the academy education grant, includes resources for supporting children with SEND.
- The Headteacher decides on the budget for SEND in consultation with the academy governors, on the basis of needs in the academy.
- The Headteacher and the Interim Executive Board discuss all the information they have about SEND in the school, including:

- The pupils are getting extra support already
- The pupils needing extra support
- The pupils who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed. Which other people provide support for SEN pupils in the academy?

- Teaching Assistants
- The SEND Centre
- The Acorn Centre
- The Inspire Centre
- Ethos Team
- City Year
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (SALT) (provided by the NHS but funded by Walsall Children's Services)
- Academy first aiders
- MAT clinical team, including speech and language therapists, occupational therapists and music therapists.
- North Star Federation (NIAT)
- Educational Psychology Service (when commissioned via the LA)

Who provides support in the academy for improving emotional and social development, including arrangements for looked after children?

External agency support via Child and Adolescent Mental Health Services (CAMHS), Reflexions, School Nursing Service, Beacon (drugs and alcohol misuse service), Young Persons' Health Advisor (YPHA).

Within the academy via:

- Intervention Leader via the ELSA programme
- Send Centre
- Non-teaching year group Student Support Managers C Student Support Officers
- Aspire Centre Mentors – range of pastoral programmes
- SEN students also have a base which is available to them at lunch.
- Inclusion panel
- Ethos Team
- City year
- Inspire Centre

All of these provide support for improving social and emotional development alongside scheduled SEN/Pastoral meetings identify areas of need.

Bespoke after school clubs with full additional adult support. At present, these are:

- Homework club
- Breakfast club
- Craft club
- Cookery club

Whole academy initiatives to prevent bullying:

- Achieved bronze anti-bullying standard
- Clear anti-bullying policy is reviewed annually with input from pupils and parents.
- Whole school participation in anti-bullying month

Looked after children have regular monitoring meetings with Student Support Officers who attend their personal education plan reviews.

How is Shire Oak Academy accessible for pupils with SEND?

Shire Oak Academy annually reviews its accessibility plan, and this is accessible via the Academy website.

- The lower levels of North, South and Mercia building are accessible to pupils with physical disability. The sixth form study blocks are fully accessible for pupils with physical difficulties.
- We ensure that equipment used is accessible to all pupils regardless of their needs.
- After school provision is accessible to all pupils including those with SEND.
- Extra-curricular activities are accessible for pupils with SEND.

We work closely with occupational therapy and health professionals to support students who may have medical or physical needs and who may require additional support. The school seeks support from external agencies such as the Hearing Impairment Team and the Visual Impairment Team to increase student's accessibility for sensory needs.

How does Shire Oak Academy support SEND pupils during transition both within and from the academy?

We recognise that transitions can be difficult for a pupil with SEND and we take steps to ensure that any transition is as smooth as possible.

When a SEND pupil is moving from a primary school to our academy:

- We will contact the primary school SENCo and arrange a visit to observe a pupil at work and talk to teachers and additional support about them where required.
- We will arrange opportunities for SEND pupils to attend the academy to familiarise themselves with their new surroundings, meet staff and existing pupils as enhanced transition programme
- We will ensure that we receive all up-to-date records.
- We will ask the primary school to complete a pupil passport with the pupil for us to prepare for

reception from primary school.

- Year 7 students are predominantly taught in Mercia building to limit movement around school and support their transition.

When moving between key stages in the academy:

- All SEND pupils will have their progress constantly reviewed. Moving between Key stage 3 and 4 is a key transition time in a pupil's career. Our transition reviews are person centered placing the pupil at the centre of the decision-making process about their key stage 4 programme.
- Moving into Key Stage 4, a key focus of our work with SEND pupils will be *preparation for adulthood*. We will work to develop high aspirations in young people around employability, independent living and participation in the local community. All SEND students have a dedicated careers meeting each year from year 7 onwards.

In Year 11:

- All SEND pupils will receive targeted support for further education/employment. Academy careers adviser will work with pupils to identify their most appropriate career pathway and how their aspirations can be achieved.
- Where possible we will arrange for a pupil to visit their new education or employment setting to support them in making informed choices about their next steps and a successful transition into early adulthood.
- All EHCP reviews are completed before the end of December for year 11 & 13 to ensure efficient planning and support is given to securing next destinations.

How is teaching adapted to meet the needs of SEND pupils?

- Class teachers plan their lessons according to the specific needs of all groups of children in their class and will ensure that all pupils' needs are met.
- The SENCo and Teaching Assistants support teachers to plan by ensuring the needs of SEND pupils are met.
- Specific resources and strategies will be used to support SEND pupils individually and in groups.
- Planning and teaching will be adapted daily if needed to meet SEND pupils learning needs.

How are teachers supported to work with SEND pupils and what training do they have?

- The SENCo and Teaching Assistant's role is to support the teaching staff in planning for children with SEND.
- The academy has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole academy training on SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies that are

relevant to the needs of specific children in their class.

- We have several staff with expertise in a range of SEN including ELSA, Dyslexia, Autism, Visual and Hearing Impairment, Speech and Language, ADHD, ODD and SEMH. We also have several staff use their expertise to deliver ongoing training to staff to develop their working practice with SEN pupils.

SEND overview for parents and carers

At our academy we really want to work in partnership with parents and carers to help us do our very best for the pupils we serve.

As the Special Educational Needs Coordinator (SENCo) and SEN Team at Shire Oak Academy, we will do our very best to:

- Ensure that you are informed if your child is newly identified as needing additional help and support with their learning.
- Ensure that I and my team are as accessible to parents and carers as possible (although we may not always be immediately available.) First point of call should be Form Tutor and then Keyworker.
- Listen to parents and carers and use your information to help us plan support for your child.
- Give parents and carers the opportunity to be aware of what you can do at home with your child to support learning strategies used in the academy and help to be consistent.
- Try to organise meetings at a time to suit everyone who is coming including parents/carers and agree to carry out the actions of the meeting (or let everyone know why we can't)
- Read any reports about your child sent to the academy by professionals or other services, share them with other staff as appropriate and act on them as soon as possible after I receive them.
- Ensure that your child's identified individual learning needs are met with appropriate support – regardless of whether they have a diagnosis of a particular condition.
- Give parents the opportunity to be involved in planning support and in reviewing your child's progress towards the targets in their support plan.
- Inform teaching staff and others working with your child (for example lunch staff) of your child's general special needs, any special support that is needed and what works for them.
- Work with parents and others involved to carefully plan your child's move into the academy (or from the academy) according to their individual needs.

As a parent/carers, it would be helpful if you would keep in touch and:

- Let the academy know if anything has happened that is likely to upset or affect your child in the academy.
- Ensure that we have your correct contact details.
- Tell us if your child's special needs have changed in any way or if you receive a professional report that may help us in planning to meet your child's needs in the academy. Please provide copies of the report so we are able to individualise support offered to your child.
- Let us know if you have any concerns or worries, so that we can sort these out together.
- Please discuss with us beforehand if you intend to apply for an EHCP, as this will ensure all necessary information and documentation is available.

- If you want to meet SEN staff, then please make an appointment in advance. This allows us time to gather the necessary information and staff we may need for a meeting to respond fully to any queries you have.

Arrangements for consulting young people with SEN

The SEND Code of Practice (2014) provides post-16 pupils with the right to make sole decisions about their SEN and be consulted about their decisions although they can involve parents or others to support them making decisions.

At SOA young people are supported in making their decisions via person centred planning which takes place at each school transition and termly review meetings.

How does the Academy ensure SEN pupils have the correct equipment and provided with the appropriate facilities

As part of the SEND pupil transition programme detailed planning takes place between school, parents, pupils, young people and external agencies to secure all appropriate resources to enable the pupil/young person to fully access all areas of the curriculum and academy facilities.

Further Support and Advice for Parents

A new SENDIASS service has been launched in Walsall. Family Action will be providing the service for Walsall which will allow increased capacity. Parents, carers and young people can contact this service if they need independent advice, support and advocacy regarding SEND.

<https://www.family-action.org.uk/what-we-do/children-families/walsall-sendiass/walsall-sendiass-useful-information/>

FAQs

Can you check if our child has Dyslexia?	We are unable to offer assessments for Dyslexia and the Local Authority does not offer assessments presently. However, you can look at the British Dyslexia Association or PATOSS website for more information on assessments. We can offer a screener for visual stress and probability of Dyslexia, however this is not a formal diagnosis. This would need to be sought privately by parents/carers but there is a cost involved. A recent eye examination must be completed before any screening can take place.
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Our doctor said my child needs an EHCP (Education Health and Care Plan). How can we get one?	An Education Health and Care Plan or EHCP is a special plan for students who need extra help or face difficulties in learning. It is created after carefully studying your child's needs. We keep a close eye on your child's progress in school, and if we think an EHCP is needed, we will get in touch with you. If your doctor believes an assessment should be done, please ask them to begin the process, and the school will give you more details but some can be found here Requesting an EHC needs assessment
How much time does it usually take to get my child tested for Autism?	Getting assessed for Autism is a complicated process that includes Speech and Language Therapists, your doctor, and other experts. The whole process can take quite a long time, usually between 14 months and 3 years, depending on where you live. You should visit your GP and ask for a referral to either CAHMS or Paediatrics. School cannot refer for an autism assessment.
Can the school test my child for Autism?	Schools can't tell you if you have Autism or not, that's something only medically trained staff can do. Schools can't start this assessment because it must be done by one of the special groups like Speech and Language Therapy.
Can the school test my child for ADHD?	Assessments for ADHD need to be completed by medical professionals. The best thing to do is talk to your GP and make an appointment with them. They know how to help and understand your situation better. They should complete the referral for you.
Can only the SENCo apply for an EHCP (Education Health and Care Plan)?	No, any professional involved with the young person can apply including the parent/carer. There is a guide to the process on the website Requesting an EHC needs assessment
My doctor said that the school needs to arrange counselling for my child.	Not all our schools have their own counsellors available at the school. However, they might have access to counselling services. Each school decides whether to provide these services based on the needs of each student. Your GP can also arrange this. Shire Oak Academy does not have access to a counselling service.
Does school have its own Educational Psychologist.	Our schools don't have their own Educational Psychologists. We have other therapists who can help, like Speech and Language Therapists, Occupational Therapists, and Music Therapists. Educational Psychologists usually work for the local authority and they have limited time available to support schools.
My child has 1 to 1 support at Primary school. Will this continue at Secondary school?	When you're at school, you'll be going to different classes throughout the day. Usually, your child won't have someone just for them all the time. But if your child has an EHCP that says you need extra help, then you might get someone to support you in some lessons. This will not be 1:1 in most cases.
My child can't wear the whole school uniform	At our school, everyone has to wear a school uniform. It's really important. Reasonable adjustments will be made where we have a consultant letter to explain why this is needed.
I have been told by my doctor that my child needs extra time in their exams.	Sometimes, students who have certain conditions that make it harder for them to learn or work quickly can get extra time during exams (called Access Arrangements). But not all students automatically get it and students will need to be tested. Some students might need to do more tests to see if they also need extra time during exams. Access arrangements have to be normal ways of working over a period of time

	not just when the exam season is starting.
I have read that a child with an EHCP (Education Health and Care Plan) can receive a personal budget?	Some pupils with EHCP's (Educational Health and Care Plans) can receive a personal funding budget . Please contact the local authority SEN team to discuss.
My doctor said my child needs a reduced timetable to support their mental wellbeing.	To talk about your worries and share any medical papers you have, we need to arrange a meeting with you and your child at the school. This will help us make the best choices for your child and their health and happiness. The Local Authority has very strict rules around reduced timetables and they should be used as a last resort in exceptional circumstances as they significantly impact the learning of your child. They are also only used for a minimum amount of time. Professionals should not be suggesting these as a given or support strategy.
My child needs a toilet pass.	To get permission to use the toilet during lesson time, we need to see a letter from a consultant. The school can't give you a pass without this letter. This will also be reviewed periodically.
I have been informed that now my child is over the age of 14 they are entitled to an annual health check by a doctor.	Yes, that's right! If a child (aged 14 and above) has learning needs, they can have a yearly check-up with their GP (doctor). It's important for parents or guardians to register their child with the GP and let them know about their learning difficulties.
My child has physical difficulties and is a wheelchair user. Who can I talk to at the local authority about their support in school.	Every local area has special people called a designated clinical officer and a designated medical officer. If you need to talk to them, you should get in touch with the special needs team in your local area. They will help you find and connect with those staff members.
My child is also our carer. What support can he get from school and the local authority?	We want to know if you're a young carer, someone who helps take care of someone in your family. You can let us know by talking to you or when you apply to the school. If you're a young carer, there are people in the local authority, like the designated social care officer, who can offer you extra help and support.
My child has Special Needs and I am concerned that their well-being is not good and they may stop coming to school. What should I do?	First, you should talk to the SENCO (Special Educational Needs Coordinator) at your school. They're there to help you when you're having difficulties. Each school has a way to support students like you. It's important to let them know as soon as possible so they can create a plan to help you and your child faster.
My child has learning needs. Will they receive any support at secondary school?	The school will look at what your child needs and make a plan. They will think about your child's specific needs and make changes to how they teach, provide support in small groups, and sometimes ask for help from other groups outside of the school if needed.

I no longer feel my child has special educational needs. What do I do about this?	Every school has a plan to help students make progress, and we always keep an eye on how they're doing. You will also be asked to join in on reviews where you can share your thoughts. These reviews give you a chance to ask questions and talk about whether you think it's still necessary for your child to have special support.
Who can I ask for Special Needs advice at school?	You can talk to the SENCo (Special Educational Needs Coordinator) at the school, the Special Needs team at your local authority and SENDIASS who offer independent advice.
What additional support can you offer my child?	In the Mercian Trust, we're lucky because we can help your child get music therapy, occupational therapy, or speech and language therapy. These are special kinds of help that can be really helpful. The Trust understands how important it is for children to get this extra support. So, parents don't have to worry about paying any extra money for these services.
I have been referred to CAMHS (Child and Adolescent Mental Health Services) and still haven't heard from them.	When you need an appointment with CAMHS (Child and Adolescent Mental Health Services), they are the ones who decide how soon you can get one. Sometimes, it can take a few months for the process to happen.
I am concerned that my child seems to be falling behind other pupils in their class which is making them feel upset and anxious. How can I tell if they have a learning need?	We keep a close eye on how students are doing by assessing in class. If a student is not making progress, the teachers talk about it in their department meetings, and we have a way for teachers to refer their concerns to the SENCo. If there seems to be a pattern of issues with progress, the SENCO (Special Educational Needs Coordinator) will be told. The SENCO will then start a special assessment process. At every step, we will let you know if we're concerned. The assessment process is thorough and detailed. It aims to find out what learning difficulties your child has and come up with ways to help them learn better. Your child might be put on the SEND register at school, which means they will get extra help inside and outside the classroom from different people where appropriate. We will keep you informed and involve you in this planning process.
At primary school my child uses an overlay and coloured paper. Will this continue?	Yes. If your child has a diagnosis of dyslexia they will be offered coloured paper. Some pupils without a diagnosis will be offered a coloured overlay to carry with them. We would always recommend regular vision check-ups with an optician.
I keep receiving calls that my child is very poorly behaved, does this mean that my child has special educational needs?	No, it doesn't. The school keeps an eye on how everyone behaves, and if there are any worries, the pastoral team talks to the SENCo (Special Educational Needs Coordinator) about it. If you think there might be something more going on talk to your pastoral team who can talk to the SENCo about it and this can be discussed at the inclusion panel.

My child needs to use their phone in school because of their needs.	The school and Government have rules about phones, and they need to be turned off and kept in your child's bag while in school. If someone sees the phone, it will be taken away according to the school's behaviour rules. If students need to speak with home in an emergency this can be done via the pastoral team. If parents/carers need to speak to their child in an emergency again this can be done via the pastoral team.
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