



Prince Albert HIGH SCHOOL



Special Educational Needs Information Report

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Rationale

This is our Special Educational Needs information report which details what we offer for students with Special Educational Needs and Disabilities in our school.

Our SEND information report aims to:

- Set out how Prince Albert High School will support and make provision for students with special educational needs and/or disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

The revised SEN Code of Practice (DfE, April 2014) states: 'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEND.' (p 93).

This report is designed to be easy to access and provide necessary links and additional information to enable parents/carers and other interested parties to find information easily. If you cannot find the information you need please contact the Lead Practitioner for Inclusion and SEND directly at a.shotter@the-pact.co.uk

How do you decide a student has special educational needs or disabilities?

At Prince Albert High School early identification of pupils with special educational needs is a priority. The school considers broad areas of SEN which include:

- Social, Emotional and Mental Health (SEMH)
- Learning (including communication and cognition)
- Medical (including sensory and physical)

We use appropriate screening and assessment tools, and determine pupil progress through:

- Discussions with teachers and support staff
- Their academic performance
- Literacy and numeracy testing
- Assessments in English and Maths using the Birmingham Access to Education Toolkits.
- External Agency assessments
- Records from primary schools and primary liaison
- Information from medical teams
- Information from parents
- National Curriculum results at Key stages 2, 3 & 4

We take a graduated response to identifying when students have special educational needs. The staff at PAHS will analyse each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Advice from previous schools will also be sought along with the guidance from external agencies where relevant.

The student's academic progress is tracked through regular assessments. If we identify that a student is making less than expected progress, the teacher will discuss this with their parents and the Inclusion Team will support them to ensure the core offer is appropriate to each student's level and needs. If a student continues to make less than expected progress despite additional intervention and support in class, then they may be identified as having additional learning needs and require additional or different provision to the core offer for all students.

We may also identify students as having Special Educational Needs if they are working significantly below expected levels for their age. The Access to Education toolkits will be used to assess the students and support this identification. Students may be identified as having a Special Educational Need if they have a specific health diagnosis from a Paediatrician.

In addition, students may be identified as having Special Educational Needs if there are concerns regarding their behaviour, self-esteem, concentration, attitude and they need a block of targeted support from the Pastoral Team to help improve this.

Finally, concerns raised by a teacher or parent/carers may lead to a student being identified as having Special Educational Needs if additional support is required to address the concerns.

Following assessment and identification that special educational support is needed, the student will be added to the special support database and targeted provision will be put in place for each student. All teachers and support staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are advised. The assessment and support will be reviewed regularly.

The pupil is at the centre of this process and is involved in all meetings or decisions using a pupil centred approach where the pupil voice and parent voice are paramount to the process. The school follows the graduated approach of

assess, plan, do, review for each termly cycle. This means that students may not remain on the SEND register for all their time at PA High if they are able to make expected progress while accessing universal support.

Types of SEND

Our school provides additional and/or different provision for a range of special educational needs, including:

Cognition and Learning

- How students think, learn and understand their world e.g. moderate learning difficulties, dyslexia, Downs Syndrome.

Communication and Interaction

- How students talk to, listen, respond, interact and learn with other students and adults e.g. Speech and Language difficulties, Autism, selective mutism, social communication difficulties.

Social, Emotional and Mental Health difficulties

- How students show their feelings, negotiate and solve problems in different situations and handle changes of routine e.g. anxiety, eating disorder, ADHD, attachment difficulties, depression.

Sensory and/or Physical needs

- How students respond to their environment and learning using their senses and any diagnosed medical issues e.g. visual impairment, hearing impairment, processing difficulties, physical difficulties, complex medical needs.

How do you teach students with special educational needs or disabilities?

Prince Albert High School has an inclusive philosophy. Admissions to the school are irrespective of any disability and/or special educational need. Families are encouraged to arrange an individual meeting to discuss their child's needs with the school directly by contacting the Inclusion Leader. At Prince Albert High School we are committed to ensuring that all students become independent learners and reach their full potential. We aim to identify student's individual and specific areas of need early and make provision to support them and remove any barrier to learning. In line with the SEN Code of Practice 2015, the school believes that "all teachers are teachers of students with special educational needs." As such, the school adopts a "graduated approach" that places quality-first teaching at the heart of all lessons. Staff have received a range of specialist training to empower them in delivering high quality lessons which meet the needs of students with special needs, and the SENCo (Mrs. Shotter) holds an advisory role across all staff in promoting outstanding teaching strategies which meet the individual needs of students. Teaching is adapted and scaffolded as far as possible for all students with additional personalization where required. Our vision is that all students have the potential to succeed and the right to outstanding teaching and learning.

As such, the Senior Leadership Team regularly meet to discuss the curriculum, evaluate the quality of provision for students with special educational needs and implement appropriate strategies. Where appropriate, subject areas may choose to follow an adapted scheme of work more suitable for students with special educational needs in order to support good progress. In addition, some students with SEN may be taught in smaller groups. In line with the school's accessibility plan, reasonable adjustments are made to ensure that all students are able to access the facilities within the school. The building is made up of multiple floors and is fully accessible by lift. There are also fully accessible toilet facilities, along with a personal care facility with a shower/wet room. Where appropriate, students with disabilities are provided with lift passes and toilet passes. Where there are medical conditions of a physical or sensory nature that affect motor skills, students will be provided with appropriate equipment during lessons so that all students have real access to learning opportunities in every lesson. If a student has a complex medical need, parents/carers should discuss this with Mrs Shotter. Mrs Shotter will work with parents/carers, the school nurse and any other medical professionals involved to compile an individual health care plan. These plans are shared with all staff who are involved with the student. If special arrangements or facilities are required to support a student's medical needs, parents/carers should speak to Mrs Shotter who will arrange for the special arrangements to be made. Full details of how we support students with medical conditions can be found in the policy on the school website.

What additional support do you offer students with special educational needs or disabilities?

For some students with special educational needs, an additional programme of intervention may be appropriate to enable students to succeed. These targeted support programmes are all delivered by trained and experienced members of staff, who regularly liaise with the Lead Practitioner for Inclusion & SEND to ensure all students are fully supported throughout their time at the school. The school offers a wide range of internal and external additional support for students with special educational needs and their families.

For students, this includes:

- Additional help and support by subject teachers through a varied curriculum;
- Appropriate schemes of work to be delivered in curriculum areas, adapted as appropriate;
- Specialist structured intervention programmes delivered in a less formal learning environment; these include:
- Speech and Language
- Mentoring

- Pastoral Support
- Anger management
- Social space
- Emotional Support
- Literacy and Language Support
- Numeracy support
- Small group support focusing on development of key skills
- Nurture group provision
- Sensory Support
- Communication and Autism Team
- Pupil and School Support service
- Educational Psychology

For families, this includes:

- SENDIASS
- Forward Thinking Birmingham (formerly CAHMS)
- Social workers
- School nurse

Occasionally, a student may need a significant amount of support in order to meet their complex needs. This will often be provided in the form of more individual support from a Senior Inclusion Support Worker for at least part of the week. Usually, students who need this level of support will have or be applying for an Education, Health and Care Plan or SEN Support Provision Plan.

There may be times when a student needs more expert support from an outside agency such as Educational Psychology, School Nurse, Speech and Language Therapy. Referrals for such support are discussed with parents and forwarded to the most appropriate agency. Very occasionally, the outside agency will complete a programme of work with the student in school but more often they provide targets and activities for the student to work on in school and at home.

How do you make sure that students with special educational needs or disabilities do well?

The school Senior Leadership Team carry out regular monitoring of lessons, pupils' work and assessment information to ensure that students are making progress and the support is effective. As a school we measure student's progress in learning against National expectations and age-related expectations. We make formal assessments three times a year. Pupil progress meetings are held three times a year. This is a meeting where the teachers meet with the Head or Deputy Headteacher to discuss the progress of the students in their class. This shared discussion may highlight any concerns so that further support can be planned

The school tracks, monitors and evaluates progress and interventions for students with SEND using a provision map. The provision map includes:

- Pupil names
- Pupils SEND needs
- Intervention descriptors
- Planned intervention outcomes
- Entry and exit dates and a review of the provision.

Prince Albert High School evaluates the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress continuously and, along with other students, at 3 key times a year
- Reviewing the impact of interventions after 6 weeks, or as soon after that time frame should interventions require a longer time to provide outcomes
- Using student questionnaires and student voice work
- Monitoring by the Lead Practitioner for Inclusion and SEND
- Through discussions with parents and external agencies
- Holding annual reviews for students with EHC plans and SEN Support Provision Plans
- Monitoring by the Trust Executive Leadership Team through EQAV days twice a year.

What facilities do you have to support students with special educational needs or disabilities?

The school is set across several floors with ramp and lift access available throughout the school site. Our site is fully wheelchair accessible with wide corridors and a wheelchair accessible toilet on each floor. We have excellent outdoor facilities that are highly accessible and offer a range of different physical and sensory experiences. All before school, break times, lunch times and after school dismissals are supervised by the senior leadership team who go above and beyond to ensure our students are safe. We also offer students the option of accessing the 'Hub' at different points through the day, if they need a quiet space with adult supervision. We have interactive whiteboards in every classroom with individual ipads available throughout the day to support access to the curriculum.

For students with a SEND Support Provision Plan or EHCP with funding, we will purchase equipment necessary to ensure their needs can be met. We consult with specialist advisors to help us support children with sensory impairments and employ alternative communication methods accordingly within the means available to the school. Every classroom across the school will have a SEND resource box that students are able to access as it contains resources to support their learning. This includes reading pens, reading rulers, maths counters, timers, feeling stones, fidget toys and sensory resources.

You can access the school Accessibility Plan here:

<http://www.pahigh.co.uk/images/keyinfo/ourschool/policies/accessibility.pdf>.

Do you have staff with specialist training or 'experts' to support you?

Amanda Shotter is the Lead Practitioner for Inclusion and SEND at Prince Albert High School. She is responsible for ensuring the best possible provision is put into place for all students with SEND in order for them to achieve outstanding outcomes. Mrs Shotter works Monday to Thursday and can be contacted at a.shotter@the-pact.co.uk

Josh Whetton and Tamarra Collins are the Pastoral Leaders at Prince Albert High School. They support students will all aspects of their pastoral needs including mentoring sessions.

The Welfare Team also includes Senior Inclusion Support Workers who provide in class support to students with EHCP's or SEN Support Plans, as well as providing targeted support for students on the SEN Support database.

All staff will have training in Asthma, Epilpesy, Diabetes, allergy and anaphylaxis (including the administration of the adrenaline auto-injector) in the Autumn term and they will have access to all Inclusion & SEND training modules offered through the PACT PLD programme. All staff will take part in making sense of Autism training within their first year at the school.

We have a Welfare Team who are able to support students with SEND and deliver interventions to meet individual needs. We aim to ensure that all students who have Special Educational Needs and Disabilities are supported to the best of the school's ability within the funds available.

All staff attend PLD sessions where we have in-house training and also use external agencies to provide specialist, strategic and targeted training for our student's needs. We also have designated slots during staff training days for building SEN awareness. Our Lead Practitioner for Inclusion attends networks, briefings, webinars and courses to ensure she is up to date with current practice. Where possible we share and access resources across other schools within the Trust, constantly working to keep all staff up to date and aware through bulletins, staff shared documents and briefings. The school accesses a number of external support agencies, such as;

Agency or Service	Who they work with
Educational Psychology Service Dr Anita Soni	Students with more significant and complex learning needs. Provide school staff with advice on teaching strategies, resources, individual and whole school training
Pupil and School Support (PSS) Emma Foster	Provide school staff with advice on teaching strategies and resources, individual and whole school training to support pupils with difficulties in language, literacy and Maths. Individual assessments of pupils who are not making progress in language, literacy and maths and advice on next steps.
Speech and Language Therapy Service (SaLT)	Students who are referred by the GP or school who have specific speech or language needs. Provide school with advice on work that can be carried out in school as well as providing specific programme in clinic.

Communication and Autism Team Deborah Parker	Students with social and communication difficulties or a diagnosis of Autism. Provide individual and whole school training for staff with advice on teaching strategies, resources for pupils with Autism.
Sensory Support Service TBC (HI) Shingai Brazendale (VI)	Students with visual or hearing impairments. Provide school with advice regarding resources and strategies to support students with sensory impairments
Physical Difficulties Support Service Sandra Paddock/Hayley Robbs	Students with gross motor skill difficulties. Provide school with advice regarding resources and strategies to support children with physical difficulties.
Occupational Therapist (OT) Daniel Waldron	Students with sensory needs or needs that affect their day to day life. Provide school with advice regarding behaviour and engagement in tasks.
School nurse Louise Proudlock	Support with all individual care plans and advice on complex medical needs. Individual appointments for parents/carers or students to discuss health needs.
Health professionals	Provide advice and support for staff working with individual students with health needs. Core service School Nurse Occupational therapist Physiotherapist Child Development Centre
Forward Thinking	Students with specific mental health issues e.g. anxiety/ depression.

We also have a designated lead teacher who supports students that are Looked After Children (LAC). Where pupils are both looked after and also SEND, the SENCO and LAC lead will liaise to ensure they are being fully supported across the academy including access to tutors outside of school.

How do you support the wellbeing of students with special educational needs or disabilities?

The school offers a wide variety of pastoral support for students who are encountering emotional, social and behavioural difficulties. We have a Welfare Team who are available for students who wish to discuss issues and concerns. The Welfare team run a variety of well-being groups targeting social skills, self-esteem, emotional well-being and anger management. Students who find unstructured times difficult will be able to have a pass to access the Hub.

A student's well-being incorporates support with social, emotional, mental and pastoral aspects of school life. All SEND students are supported by their form teacher. The class teacher is the first person to contact if there are any problems. Form teachers get to know the students and their needs well, encouraging them to do their best, monitoring their progress, celebrating their successes, and listening to their concerns.

At Prince Albert High School, we expect high standards of behaviour and conduct. We encourage our community to be supportive of one another in everything they do. We promote a safe, caring and supportive learning environment which allows students to reach their true potential. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Any incidents of bullying will be dealt with immediately, recorded and monitored by the pastoral team. The school values students' views and opinions and has an active student council. On a daily basis, students are able to discuss their views or feelings with their class teacher, Pastoral Leader, Senior Inclusion Support workers or SLT. For pupils with Special Educational needs, the Welfare team operate an 'open door' approach.

What happens if a student needs specialist equipment, services or support?

Specialist facilities in the school include accessible toilets on each floor and changing facilities. The Welfare department has a range of resources available for students to use to support their learning including writing slopes, sensory ear defenders, fiddle toys, coloured overlays, reading rulers and reading pens. Where a student needs

specialist equipment or support, PA High will liaise with the necessary providers to ensure that the equipment is available. Where equipment might be out of a school's remit for example Hearing Aids, or glasses, parents/carers are expected to provide this for their child. We have immediate access to some resources for example inhalers and adrenaline auto-injectors; where equipment or support is required it is always sought with high urgency and given as soon as possible by the responsible experts.

When support from a specialist outside agencies is required, this is discussed with the student and their parents. Written consent is obtained and the Lead Practitioner for Inclusion submits the referral. Students are seen during the next planned visit from that specialist service. If more urgent input is required, it may be possible to arrange an additional one off visit.

Other needs that may require a referral are completed by the Inclusion or safeguarding team as appropriate and parents are signposted to the Birmingham Local Offer and parent link service.

How will I know if my child is doing well in school?

At PA High, we prioritise communication and always keep parents up to date with how their children are doing in school. We will often send praise postcards home, positive phone calls, emails or phone calls from teachers and SLT.

Parents of students with SEND are invited to termly SEN review meetings, which take place over the phone, where they can discuss the provision that has been put in place and progress towards targets with the form teacher. Likewise, parental views are recorded as part of this process. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Lead Practitioner for Inclusion may also signpost parents of pupils with SEN to the Local Authority SENDIASS service where specific advice, guidance and support may be offered.

We also have regular parents' consultation meetings where parents are able to see how their child has been performing in subjects, attendance and areas for development by speaking to each member of staff that teaches their child to discuss any strategies that can also be implemented at home and to resolve any queries they might have. Students are encouraged to attend with their parents/carers as their input is essential in voicing their own desires, goals and issues.

Attendance is also monitored daily as phone calls are made to chase absent students. Parents/carers are encouraged to call and speak to their child's form teacher or the Pastoral Leader if they have any concerns with their child's attendance.

If a student's progress is of concern, then teachers will use additional scaffolding or adaptations to help ensure the student can access the curriculum in the first instance. A phone call, letter or email may be sent home to advise parents/carers of this and request a meeting if necessary to discuss the concerns. The Lead Practitioner for Inclusion & SEND monitors the attainment and attendance of all SEND students regularly to ensure that early intervention is effective. They will make changes where necessary and support class teachers in implementing strategies that work for the student.

At Prince Albert High School there is a continuous cycle of planning, teaching, and assessing. This ensures that progress is monitored on a regular basis so adaptations can be made to support students as necessary. Teachers scaffold and adapt the learning for all students where possible, and personalise further for specific students. Any students who are working significantly outside of the expected range will receive support in line with recommendations from specialists, and where it is reasonable to do so.

Whilst the list below is not definitive, we use the graduated approach to make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students are able to access it, for example, by specific intervention groups, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing as appropriate to meet the needs of our learners.
- Using recommended aids, such as ipads, reading pens, coloured overlays, specific pens and pencil grips, tangles, fiddle toys as required.
- Adapting our teaching, for example, giving longer processing times, providing key vocabulary, reading instructions aloud, sensory breaks, movement breaks etc

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff, including the Lead Practitioner for Inclusion & SEND, throughout the year for any reason.

How are students with medical needs supported?

At Prince Albert High School, we aim to ensure that all students can be fully involved in all aspects of school life, regardless of any medical conditions they may have. If a student requires medication in school, we are usually able to support with administering this medication. If a student requires medication during the school day, parents/carers should speak to the school office or Mrs Shotter and complete the relevant paperwork. On a day-to-day basis the school office and the medical team oversee the administration of any medication.

If a student has a complex medical need, parents/carers should discuss this with Mrs Shotter. Mrs Shotter will work with parents/carers, the school nurse and any other medical professionals involved to compile an individual health care plan. These plans are shared with all staff who are involved with the student. If special arrangements or facilities are required to support a student's medical needs, parents/carers should speak to Mrs Shotter who will arrange for the special arrangements to be made. Full details of how we support students with medical conditions can be found in the policy on the school website.

All staff have regular training regarding conditions and medication affecting individual children so that all staff are able to manage medical situations. There are a number of first aid trained staff in school.

Do you have out of school activities that students can do?

At PA High we focus on getting the best for our students. All school activities and school trips including out of hours clubs, off site visits including residential visits and on site wow experiences are available and accessible to all students. Students are never excluded from a school activity unless parents specifically request that they don't take part. Risk assessments are carried out and procedures are put in place to enable all children to participate. For off site visits, where appropriate, we will access support from the Physical Difficulties Support Service and our outdoor activities consultancy service, Edvisguidance.co.uk. Where students or parents/carers are anxious about participating in a particular activity or if a health and safety risk assessment suggests that an intensive level of 1:1 support is required, the school will discuss the most appropriate support with the parent/carer.

We offer a range of out of school activities including:

- Sports Clubs
- Sports fixtures
- Choir
- Homework club

How do you support students moving on to their next school or setting?

A number of pupils who join PA High School in year 7, will have attended PACT Primary schools. All PACT Lead Practitioners for Inclusion and SEND work closely together so the Lead Practitioner for Inclusion and SEND at PA High School will have detailed information on the student before they start at PA High School. Students who attend a PACT Primary school will have regular visits to PA High School throughout year 7. Staff from PA High School will visit students in Y6 at PACT Primary schools to ensure they know the children well before they start year 7.

In the summer term, the Lead Practitioner for Inclusion & SEND will contact the primary schools (outside of PACT primary schools) of pupils who will be joining PA High School in year 7 to gather pupil-specific information. They will request that the SEN file is transferred. At the end of the summer term all pupils who are due to start in year 7 are invited to attend their secondary school for an induction day. PA High usually has more than one induction day but in addition to this, pupils with SEND will be invited to attend some extra transition sessions, run by the Welfare Department, to further prepare for them for the transition to secondary school. Parents will be invited to attend one of these sessions to meet with the Welfare Department and discuss their child's needs. Should more detailed discussions be required parents will be invited to attend an additional meeting at a time to suit them. We will make every effort to ensure the Lead Practitioner for Inclusion and SEND or another member of staff from the Welfare Department attends any review meetings they are invited to by the feeder primary schools, particularly for students with EHCP's

When a student with an identified SEN or disability transfers mid year or outside of year 7 transition, the family will be invited into school to outline their child's needs. Additional information from the student's current school may be sought including assessment information from the Access to Education Toolkits at this stage. The Lead Practitioner for Inclusion and SEND will also contact the previous school to find out what strategies and support were in place for the pupil. They will also request that the SEN file is transferred.

If students with SEND transfer to a different secondary school, the Lead Practitioner for Inclusion and SEND will make contact with the new school to share information and transfer the SEN file.

How are the Academy Committee and Board of Trustees involved in supporting families of students with Special Educational Need and Disabilities?

The school has a designated representative with responsibility for SEND who sits on the Academy Committee and who liaises with the Lead Practitioner for SEND and Inclusion to ensure that the Academy Committee are informed about provision, progress and well-being of our children with SEND. The Academy Representative for SEND completes a learning walk every term with the Lead Practitioner for Inclusion & SEND and presents a report to the Academy Committee following the walk.

The Deputy Headteacher for PACT Inclusion reports to the Board of Trustees every term via the Welfare and Safeguarding committee to inform them about the provision, progress and well-being of our students with SEND. This report does not refer to individual students and confidentiality is maintained at all times. The Board of Trustees agree priorities for spending within the Inclusion budget with the overall aim that all students receive the support they need in order to make progress.

If you have concerns about how school deals with your child regarding any SEN issues you can discuss these with the Lead Practitioner for Inclusion and SEND or the Head of School.

What should I do if I disagree with what you're doing or I want to make a complaint?

The PACT complaints procedure is outlined in the PACT complaints policy, which can be found on the school website. Concerns and complaints about SEND provision should be addressed to the Lead Practitioner for Inclusion & SEND, Head of School or Deputy Headteacher for Trust Inclusion, who will acknowledge and respond to parents/carers to discuss the situation. If this does not resolve the situation, then the complaint should pass to the first level of the complaints procedure.

The SEN Code of Practice outlines additional measures that the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given this information on request and will be supported through the process if required.

Who should I contact for more information?

- The form teacher
- The subject teacher
- Pastoral Leader, if related to social aspects of school
- Mrs Shotter (Lead Practitioner for SEND and Inclusion)
- Mr Rigby (Deputy Headteacher)
- Mr Harvey-More (Head of School)

Appointments can be made with any of these people through the school Office.

Where can I find more information about what support is available for children and young people in the local area?

The Birmingham local offer website contains information about the services and support that is available to pupils with Special Educational Needs and Disabilities and their families. It can be accessed here <https://www.localofferbirmingham.co.uk/>

If you don't want to talk to anyone but simply want to read more about what is available, the website below will be extremely useful:

<https://www.birminghamchildrenstrust.co.uk/families-and-carers>

The SEN Code of Practice outlines additional measures that the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given this information on request and will be supported through the process if required.

Review

This policy will be reviewed annually, or more regularly in the light of any significant new developments or in response to changes in guidance.