



Central Region Schools Trust

Founded by the RSA

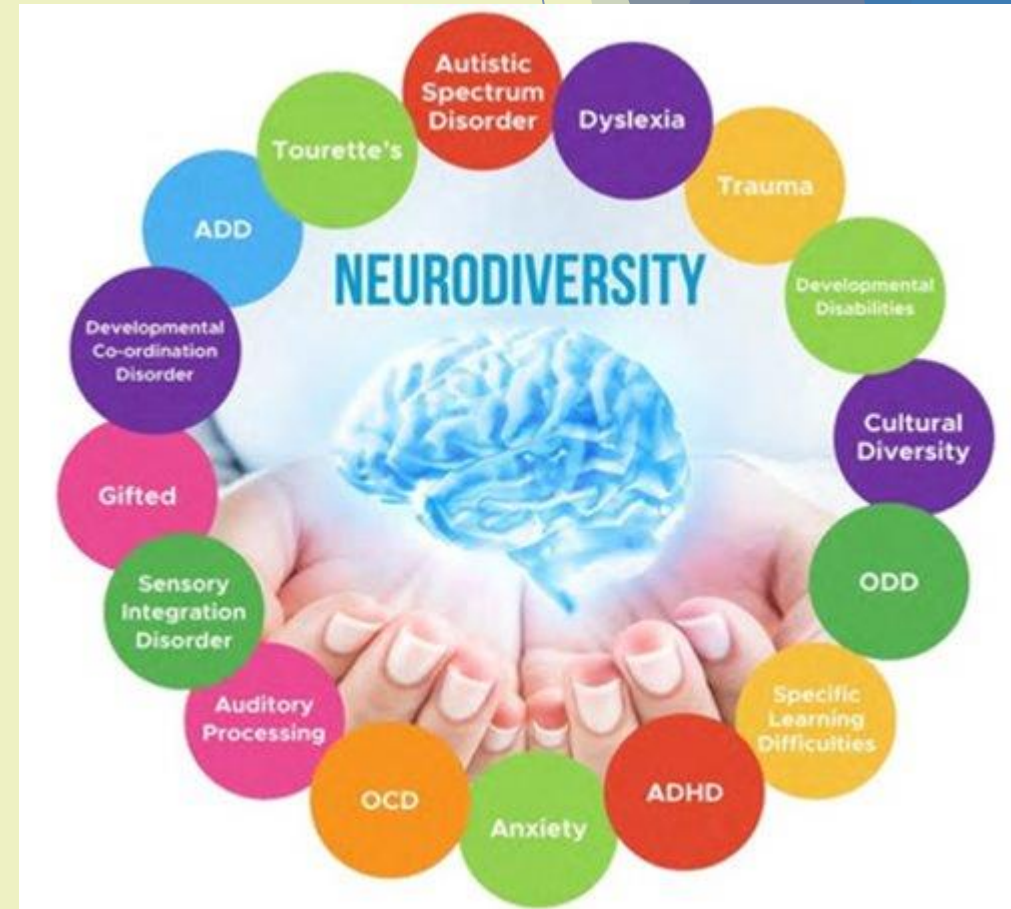


Special Educational Needs & Disability Information Report 2025 to 2026

How we support children
with special education
needs and disabilities.

Welcome to our SEND Information Report.

This report can be looked through page by page or use the 'quick links' to find answers to a specific question.



Safeguarding at Gospel Oak

SAFEGUARDING CHILDREN WITH SEND

- ▶ Safeguarding and SEND: [Keeping children safe in education 2025.pdf](#)
- ▶ Children with special educational needs, disabilities or health issues (pages 54 -55)
- ▶ **201.** Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:
 - ▶ • assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
 - ▶ • these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
 - ▶ • the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
 - ▶ • communication barriers and difficulties in managing or reporting these challenges
 - ▶ • cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

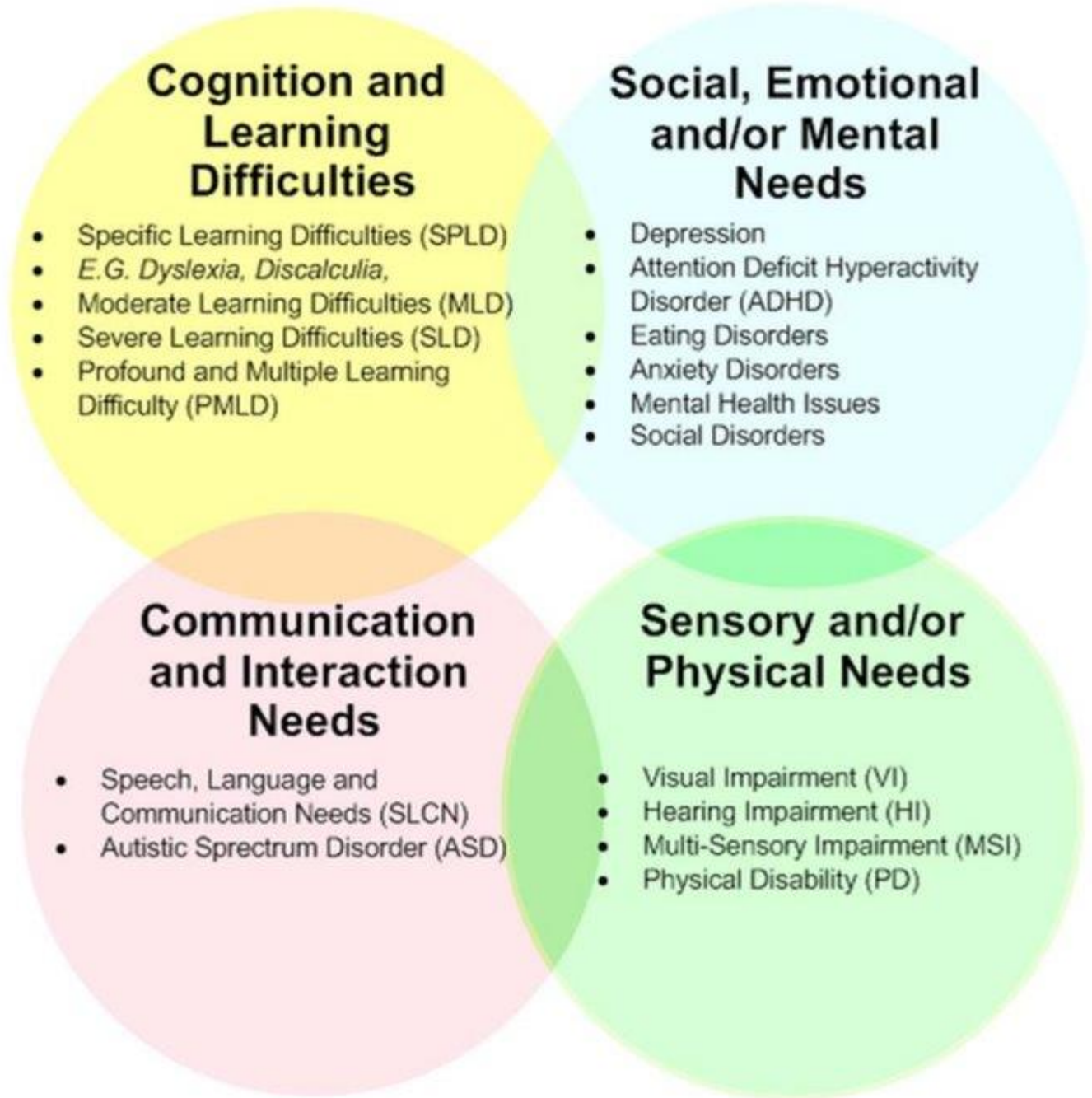
Safeguarding at Gospel Oak

- ▶ 202. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO) or the named person with oversight for SEND in a college.
- ▶ 203. Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the department's:
 - [SEND Code of Practice 0 to 25 years](#) , and
 - [Supporting Pupils at School with Medical Conditions](#)

And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: [Find your local IAS service \(councilfordisabledchildren.org.uk\)](#)
- [Mencap](#) - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
- NSPCC - [Safeguarding children with special educational needs and disabilities \(SEND\)](#) and NSPCC - [Safeguarding child protection/deaf and disabled children and young people](#)

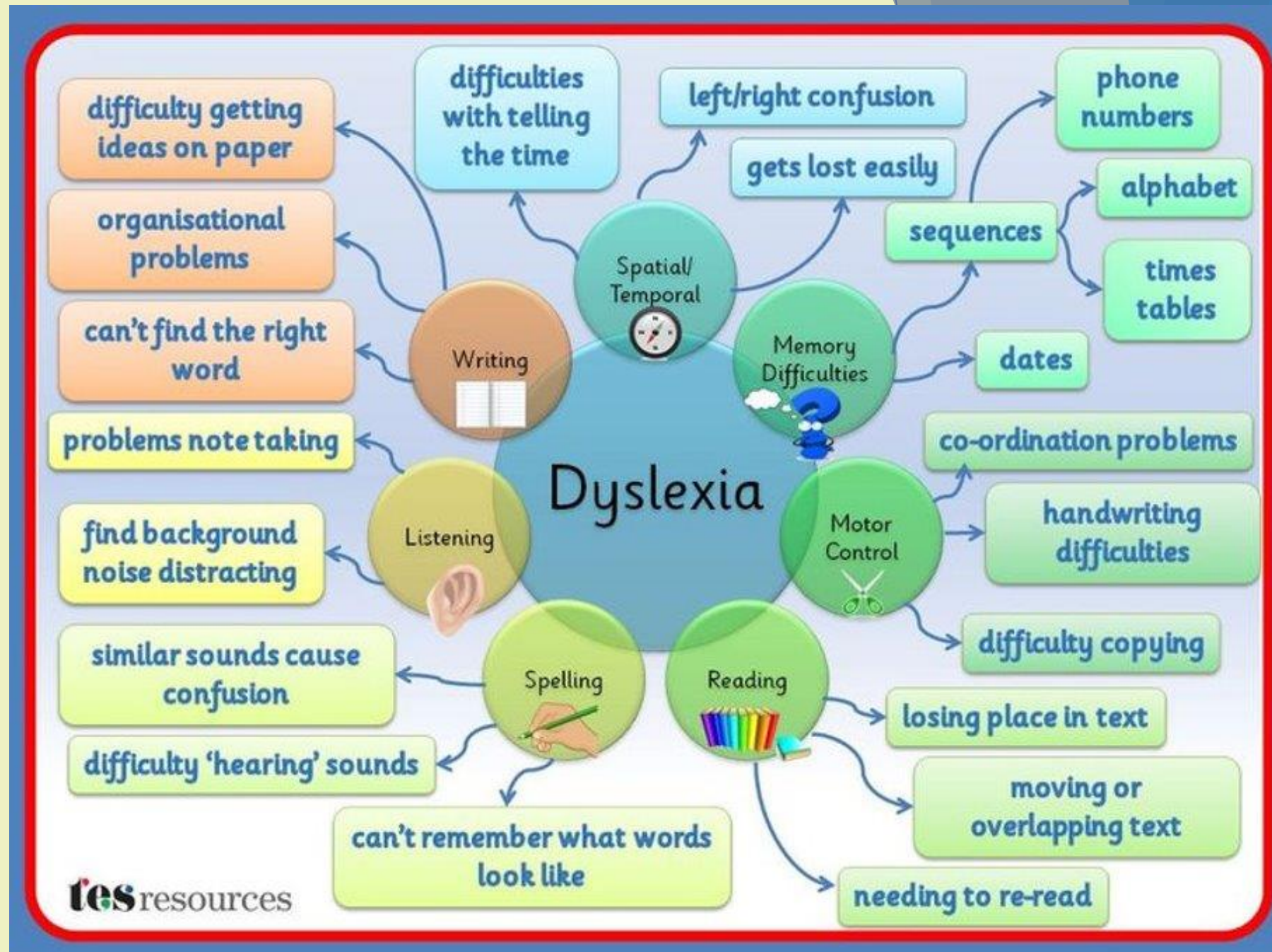
Areas of Special Educational Needs including Disability



Areas of Special Educational needs: Cognition & Learning

- ▶ This is when any student has a specific or delayed learning difficulty associated with processing and understanding. Support for a wide range of learning difficulties may be required when students learn at a slower pace than their peers.
- ▶ MLD – Moderate Learning Difficulties acquiring basic numeracy and literacy skills
- ▶ SpLD – Specific Learning Difficulties (one or more aspect of learning e.g., Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia)
- ▶ SLD – Severe Learning Difficulties (associated difficulties with mobility and communication)
- ▶ PMLD – profound and multiple learning difficulties (severe and complex learning difficulties as well as a physical disability or sensory impairment).

Signs of Dyslexia



Specific Learning Difficulties continued:

- ▶ Dyscalculia - a maths learning disability that impairs an individual's ability to learn number-related concepts, basic numeracy skills using symbols, perform accurate / fluent maths calculations, reason and problem solve, and perform other basic maths skills (counting backwards, remembering 'basic' facts, slow to perform calculations, weak mental arithmetic skills, a poor sense of estimation, difficulty in understanding place value <https://www.dyslexia.uk.net/specific-learning-difficulties/dyscalculia/>)
- ▶ Dyspraxia (also Developmental Co-ordination Disorder) - literally means 'difficulty in carrying out an action' and in the medical world the term specifically denotes difficulty with planning and executing movement. In the educational world, the definition is usually broadened to include difficulty using fine & gross motor skills and motor co-ordination and difficulty with spatial and perceptual skills and sometimes also social skills <https://www.dyspraxiauk.com/>
- ▶ Dysgraphia - a learning disability that affects writing abilities. It can manifest itself as difficulties with spelling, poor handwriting / finger sequencing and trouble putting thoughts on paper. Writing requires a complex set of motor and information processing skills, so there are often links to dyspraxia 12
<https://www.dyslexia.uk.net/wp-content/uploads/2018/06/Definition-of-Dysgraphia1.pdf>

Communication and Interaction

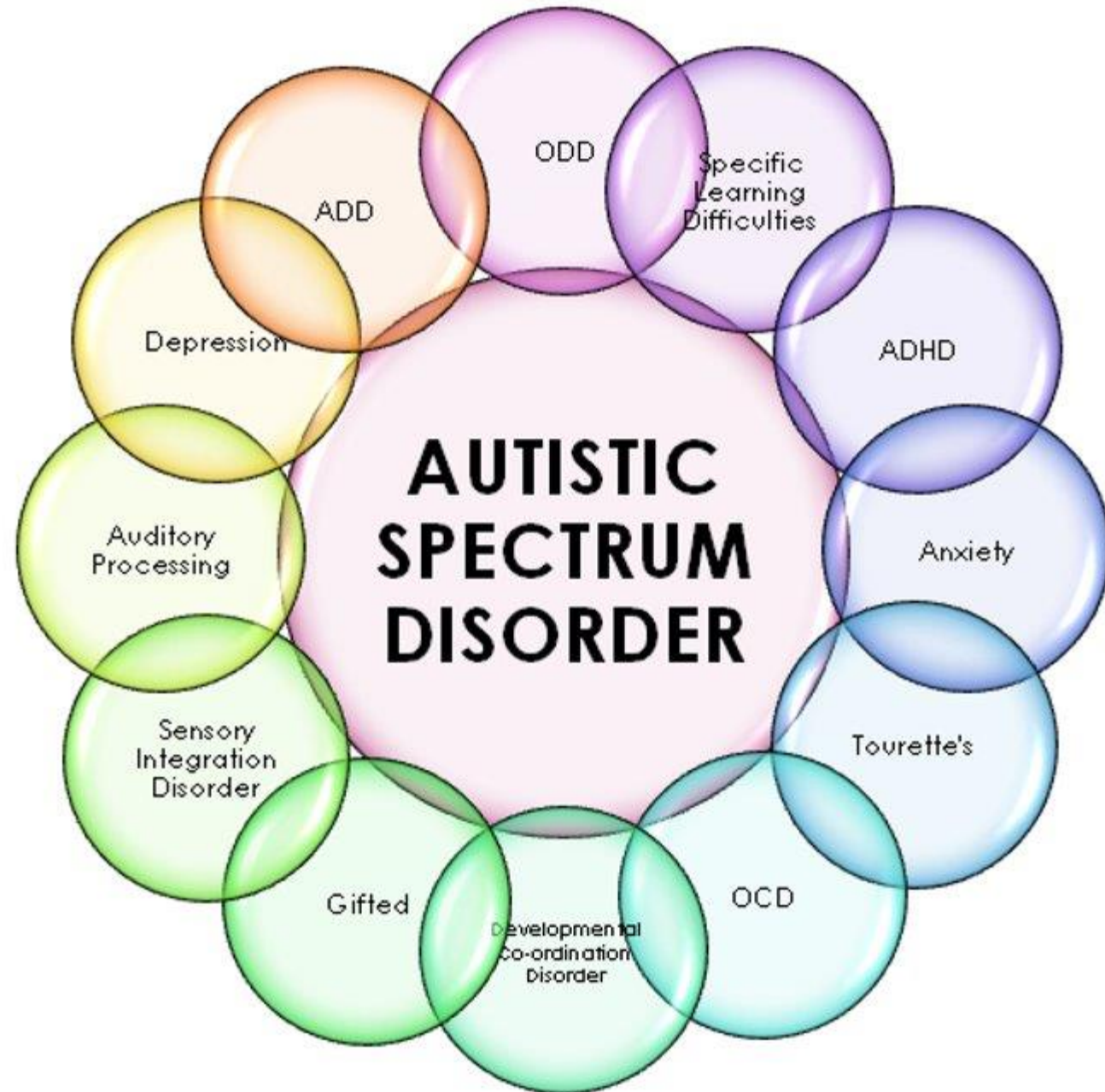
Autism: ASD/ASC

Communication & Interaction This is when any student has difficulty with a limited awareness of social communication skills and understanding and/or interaction.

The AUTISM SPECTRUM: Difficulty understanding:

- ▶ Social interaction / situations / emotional expression / feelings / intentions / reciprocal relationships
- ▶ And using communication & language – verbal / non-verbal, expressive and/or receptive, literal understanding
- ▶ How information is processed – routine, rules, planning, personal memory, rigidity of and inflexible thinking
- ▶ How to predict the unfamiliar after sudden change Strengths in factual memory, personal areas of interest (exceptionality), concrete tasks Differences in the way sensory information is processed – can lead to extreme stress and anxiety / rejection of body contact
- ▶ over sensitivity e.g. lighting, smells, sound
- ▶ under sensitivity e.g. pain threshold, body awareness, hunger Substantial anxiety in other settings (e.g. home)

Traits of Autism



Communication & Interaction:

(SLCN) Speech Language and Communication Needs

- ▶ Speech Language & Communication Needs:
 - ▶ Difficulty communicating with others (COP 6.28) Speech:
 - Sounds used accurately to build up words
 - Processing speech sounds
 - Fluency Language
 - Speaking (expressive), using words to convey meaning
 - Understanding (receptive), processing and making sense of what people say Communication:
 - The way people use language to interact – speaking & listening
 - Using language for different purposes and situations, to question, to clarify, to describe, to debate
 - Non-verbal: eye contact, turn-taking, gestures and body language Also includes:
 - Speech & language delay, impairments or disorders
- Worcestershire SLCN
Pathway www.hacw.nhs.uk/slc-pathway

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What should I do if I think my child has Special Educational needs?

- ▶ Every school in Sandwell has a teacher, the Special Educational Needs & Disability Co-ordinator (SENDCO), who is responsible for co-ordinating support for pupils with SEND in their school. Additionally, every school is required to produce a SEND Information Report which sets out how the school meets the needs of pupils with SEND. The SEND Information Report must be easily accessible on the school's website.
- ▶ If you are worried about your child's progress, ask for a discussion with the SENDCO and/or the class teacher so that you can explain your concerns and hear how the school will be able to help.
- ▶ Gospel Oak's School SENDCo is Miss H Nutting; contact information is near the end of the report.

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How does the school know if a child needs extra help?

At Gospel Oak we consider a number of factors which include:

- ▶ National Group Reading Tests (NGRT) used three times a year to assess students reading levels.
- ▶ Teacher observations and comments
- ▶ In class assessments
- ▶ Mock examinations for key stage 4 students
- ▶ Social, Emotional and Mental Health observations
- ▶ When a student continues to make *less than expected progress*, despite support and interventions that are matched to their area of need, we will consider involving specialists or external agencies *Wave 2 Targeted / Wave 3 bespoke* interventions. Whenever we think specialists should be involved, we seek parent carer permission first. Following a meeting or assessment with a specialist we will share what was discussed and/or agreed with the parent carer and teachers of the student.
- ▶ When a student needs more specialist help there is a Directory of Agencies used by the school, that is referred to for *Wave 3* specialist intervention
- ▶ e.g., SEND Supported (Autism and Cognition & Learning);
- ▶ Physical Disability support – Physio and Occupational Therapy
- ▶ CAMHs & CAMHs CAST/Spa (Mental Health)
- ▶ SENDIASS (Post 16 Advice and Guidance)
- ▶ SALT (Communication & Interaction)
- ▶ Community Paediatrics (assessment for ADHD)

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How will
both
school
and I
know how
my child
is doing?

Monitoring takes place in many forms and all subject teachers are responsible for the progress of any student with SEND. This monitoring can take place in many forms:

- Observations of students – their work / book scrutiny / learning walks
- Marking and feedback
- > Key assessment data sent out throughout the year
- Link Meetings by SLT with DLS/HOY/YTL
- Student and parent carer / staff meetings as required – with positive and structured conversations.
- Key Worker monitoring

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How will school help me support my child's learning?

- ARBOR communication
- Regular communications home via ezine and the use of social media platforms
- Website- Curriculum maps
- Team Around the Child meetings in school
- Community Coffee morning
- Parents/carers invited to participate in parent/carers voice activities
- SEND team available at all parents' evenings
- Specific open evenings for transition from primary schools
- Free bagel available at breakfast for all students to support readiness for learning.

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How will the curriculum be matched to my child's needs?

- At Gospel Oak we ensure each student with SEND gets the support they need. Subject teachers are responsible for the progress and development of students in their class, including the support given by Achievement Assistants or external agencies.
- Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The National Teacher Standards 2012 detail the expectations on all teachers. High quality personalised teaching, adapted for student's needs, is the first way we respond to students who have SEND.
- Additional intervention and support cannot make up for a lack of good/outstanding teaching. To support this, teaching at Gospel Oak is regularly reviewed. We have a thorough teacher and support staff CPD training programme to ensure teachers' understanding of strategies to support and identify vulnerable students and their knowledge of SEN is up to date. When a student is identified as having SEN, we use a four-step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the 'Graduated Wave Approach'
- > Assess, Plan, Do, Review Cycle and ensures that students' and parents'/carers' needs are at the centre of all provision provided - A "Team around the Child" is created where necessary.

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

Gospel Oak receives 'notional budget' funding directly to the school from the various local authorities we welcome students from, to support the needs of learners with SEN & Disability.

Where SEND students have an EHCP this is followed to ensure that they have full access to facilities and equipment. For example, we have an ergonomical chair, desk risers and lift access where necessary. Students with vision and auditory needs may receive specialist equipment from the Local Authority which is maintained by us, for example visual technology and hearing aids.

In addition, costed provision mapping evidenced through the graduated approach might enable some extra funding

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How will the school decide the type of support my child will receive?

- At different times in their school career, a child / young person may have a special educational need. The Code of Practice (2015) defines SEND as:
- A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or (b) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- At Gospel Oak each student's current skills and level of attainment are assessed on entry (e.g., NGRT (Reading Test) / DASH Free Writing / PASS survey. We use this data, with any other information from transition from their previous schools, to decide whether students require Special Educational Needs or Disability (SEND) support.
- Through regular key assessment data collections and monitoring we can identify students who are making less than expected progress for their age and individual circumstances. If a learner is identified as having SEN, provision that is 'additional to or different from' the normal personalised, adaptive and inclusive curriculum, will begin to overcome the barrier to their learning through a Graduated Response Approach. Learners can fall behind in school for lots of reasons. This may be because their progress is a result of:
- Gaps in their learning following a prolonged absence from school e.g. medical, personal, social, emotional
- Developmental delay - significantly slower than that of their peers starting from the same point
- They may have attended lots of different schools and not had a consistent opportunity to learn They may not speak English very well or at all 19
- They may be worried about different things that distract them from learning – bereavement, home circumstance, young carer, child looked after and the child is then:
- Unable to match or better their previous rate of progress
- Unable to close the attainment gap between the student and their peers

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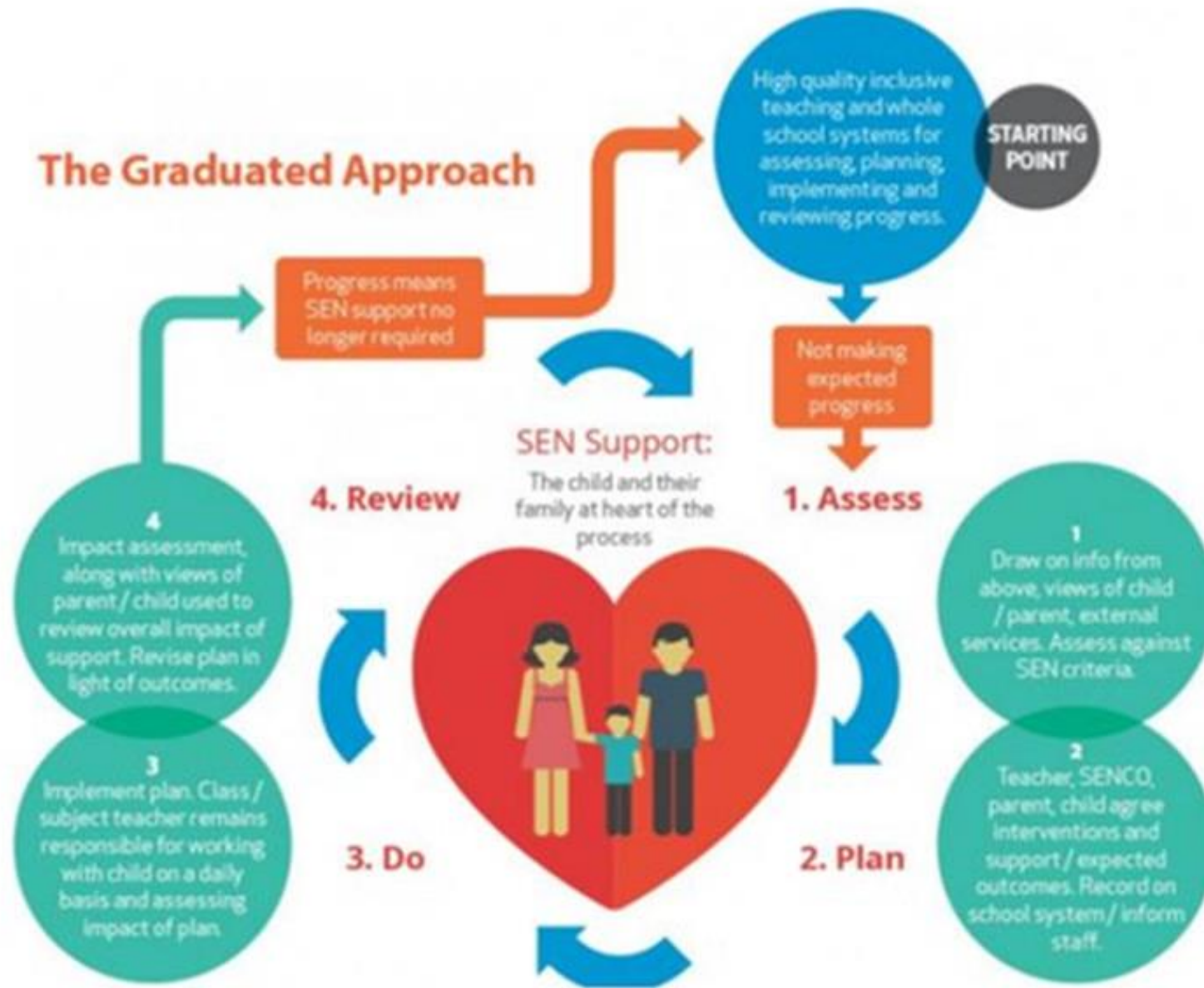
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How will the school decide the type of support my child will receive?

- The PASS Survey – identifying attitudes to school and emotional well-being (may lead to participation in further interventions).
- At Gospel Oak we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND. They will receive SEND Support and some may be identified as requiring an Educational Health Care Plan.
- Class teachers, form tutors, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Gospel Oak we ensure that assessments directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Coordinators (SENCo / Ass. SENCo/HLTAs) will also support with the identification of barriers to learning.
- We have a range of assessment tools available and the advice and input of numerous external agencies and places for alternative curriculum delivery.
- For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by Sandwell SENDIAS / Local Authority which are described in their Local Offer.
- At Gospel Oak we endeavour to ensure each student with SEND gets the support they need when a student is identified as having SEN, we use a four-step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the 'Graduated Wave Approach'
 - > Assess, Plan, Do, Review Cycle and ensures that students' and parents'/carers' needs are at the centre of all provision provided - A "Team around the Child". See diagram on following slide

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The Graduated Approach



This diagram has been adapted from **The assess, plan, do, review cycle in practice** article written by SEN expert, Natalie Packer – Educational Consultancy (article in Optimus Education magazine)

How does the school judge whether the support has had an impact?

- ▶ At Gospel Oak we have rigorous assessment procedures to ensure we are keeping track of student progress throughout their time with us. Three times a year parents will receive a key assessment report on their child's progress. Parents of students who are identified as having an EHCP will be invited into school to talk about their child's targets and review the progress they are making towards them. These meetings will be based around scheduled meetings planned in school such as Parents' Evenings.
- At least once a year, parents of students with an EHCP will be invited into school to attend their CYP annual review. If the student has a Key Worker/Form Tutor liaison with home will be as needed/required. The whole school systems of SIMS and internal data analysis allow knowledge of progress towards outcomes at any time.
- Directors of Learning & Standards/ Heads of Year & Year Team Leaders monitor students within their subject areas and the SENDCo, Assistant SENDCo, HLTAs and AAs closely monitor all students with an EHCP.
- Progress data of all learners is collated by the whole school and monitored by DLS / Senior Leadership Team and Governors

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

At Gospel Oak we work hard to ensure that students with SEND engage in the activities of the school alongside students who do not have SEND. We will try to make sure that students with additional needs are able to take part fully in school visits and events. We pride ourselves on being an inclusive school.

In addition to the school curriculum, many subject areas run educational visits to enrich the experiences our students have, locally, regionally, nationally and internationally. The school also runs enrichment programs and activities during lunchtimes and after school where all students have the opportunity to broaden their experiences outside the curriculum.

No student will be excluded from extra-curricular activities on the basis of SEND. Our students are able to take part in the full range of activities outside of the classroom including school trips.

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Page 1: What support will there be for my child's overall well-being?

- At the heart of our school there is an area designated to Student Support Managed by Beth Wilkes, our in school counsellor and Ben Hughes our academic mentor and Emotional Well-being Co-ordinator. From here, once referred, any student can receive *Wave 2 and above*, graduated response support. Staff run many interventions from personalised to small group work. e.g., self-esteem, social skills, emotional well-being, self-harm, positive self-image sessions (to name a selection) for students identified / referred by HOY / YTL / SLT / Form tutors.
- The Pastoral and Learning support teams provide daily support for those students who need “a chat”
- For Safeguarding / Child protection issues. 3 members of school staff are Designated Child Protection / CSE trained officers. Learning Support continually liaise with the safeguarding team. Extremism and Radicalisation are also monitored

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Page 2: What support will there be for my child's overall well being?

- Specialist External Agencies/ Health Care Professionals also support students as required.
- Each student has a Form Tutor / Head of Year / Year Team Leader who they can speak to whenever required
- SENDCo, Assistant SENDCo, HLTAs, AAs and Head of Year regularly contact and attend CAMHs as required to support students, parents and carers.
- Supported Home Visits for attendance
- Alternative provision placement visits
 - Referrals to CAMHs/Inclusion support as relevant
- Discussions with Family GPs / named medical professionals as relevant
- PCSO link support available as required
- Quiet space is available for students during break lunch

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What training have the staff supporting SEND had or what are they having?

- H Nutting SENDCo, Amy Dixon (Asst.SENDCo) Katie Harper (Asst.SENDCo), Dein Van Acker(HLTA & Exams Access) will ensure that all staff are aware of students' specific special educational needs with an 'Gospel Oak Staff referral' support folder on the Staff Shared Area.
- Student's SEND passports are written and distributed by members of the team to provide strategies for teaching and support staff to ensure that the appropriate support is put in place.
- There is a full programme of CPD training for all staff to participate in and specific training is identified through the Performance Management process. Training Days are used for whole school, department and individual SEND training when identified. This thorough training programme ensures Governors and teachers understand the strategies to support and identify vulnerable students and their knowledge of SEND is up to date. This training is run by school staff with specialist experience as well as by external agencies.
- Achievement Assistants work with teaching staff to ensure that students with SEN can access the curriculum.
- Exam Access Arrangements: Annual training for Invigilators and Achievement Assistants (taken by the Exam Manager)
- Weekly meetings with Directors of Learnings Standards will always reference SEND students and support for students with SEND.
- Time is allocated each term for a regular CPD to update staff by the Learning Support Dept. This may include a focus on a teaching & learning need, adaptive teaching, a particular barrier or student need reminder/consistence of practice, or exam access requirement information/training

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How accessible
is the school
both indoors
and outdoors?

Refer to Accessibility Plan
2021 to 2024:

<https://www.schoolbus.co.uk/compliancemanager/public/accessibility-plan/770a1534-6088-42e2-a553-06502fec7e81/11406>

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How are parent/carers involved in the school? How can I get involved?

- ▶ Gospel Oak will provide a key assessment report on progress three times a year. Where a student is receiving SEND/EHCP support Hayley Nutting, Amy Dixon, Katie Harper and Achievement Assistants will be in contact with parent/carers regularly to talk about their young persons' needs and the activities and support they will receive to help them make progress.
- ▶ Parent/carers are encouraged to share all relevant information as they know their child best. These discussions will help us identify the responsibility the parent/carer, student and the school have towards the best statutory outcomes for the student. We hope that these discussions will strengthen the impact of the support we give in school by increasing family engagement.
- ▶ If we think a student with SEND needs extra support from / referral to outside specialists, parents/carers will always be asked for their signed permission.
- ▶ Children and Young People with SEND who are also Looked After will have meetings in school in relation to their PEP (Personal Education Plan) every term. This is led by the Heads of Year.
- ▶ We offer three coffee mornings each academic year for parent/carers to 'drop in' and discuss their young people.
- ▶ We have a 'parent/carers forum' where they can contribute ideas, become a critical friend and offer opinions on many issues their young people encounter.

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How do pupils contribute their views about their support and who can help them?

- ▶ Students will *always* be included in discussions about their needs, targets and progress through ownership of their provision mapping passport co-written with their Key Worker.
- ▶ Students with SEND will always have a calm and inclusive area to go to within Gospel Oak if they are not happy or have particular worries or concerns e.g., Form Tutor – HOY / YTL, LRC, Emotional well-being team Learning support / Key Workers.
- ▶ Students with SEND will regularly attend interventions and social sessions in these areas and will know all the staff team very well. Students will always have someone to talk to. This will ensure their views are heard and incorporated into their targets.

SEND students:

- ▶ Are consulted as student voice is one of the most important decision-making processes within Learning Support. We have an 'Open Door' policy for students to speak to staff at any time about policy, process and personalised strategies.
- ▶ Will be asked about the accessibility plan for the whole school site
- ▶ Are consulted as to whether they prefer to do their exams in the main Sports Hall/ Dance Studio or in the Learning Support area. Their choice – when supported by medical evidence is upheld / based on need.
- ▶ Have chosen the gender of their trusted adult(Achievement Assistant) for their own personal care.
- ▶ Have an opportunity to express their Student Voice prior to and during every annual review / conversion to EHCP.
- ▶ Have represented their opinions and thoughts in our Questionnaires
- ▶ Are used as guides for visitors on Open Evening every September.
- ▶ Are talked to by their Form Tutors to talk about progress, achievements and to review any targets
- ▶ Key Workers assist students to review their targets on their passports
- ▶ Students with EHCP are set targets in line with their outcomes in these statutory documents that are monitored termly by the SENCo/Ass SENCo/ HLTA / Key Workers / Achievement Assistants who are in their classes. Formal

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What specialist services are available or can be accessed by the school?

Inclusion support team Sandwell:
https://fis.sandwell.gov.uk/kb5/sandwell/directory/service.page?id=m9EQ-bpK_jA

Inclusion support team Wolverhampton:
<https://www.wolverhampton.gov.uk/education-and-schools/inclusion-team>

Inclusion support Dudley:
<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/specialist-education-services/>

Inclusion support Walsall:
<https://link.walsall.gov.uk/Local-Authority/Student/SEN-and-Inclusion>

The governing body will ensure that the school works closely with the local authority, NHS professionals, voluntary organisations and other schools to enhance provision for students with disabilities. Governors will monitor the impact of these partnerships on access to the curriculum, the physical environment and accessible information.

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How will the school prepare and support my child when transferring classes or schools?

Transition is a part of life for all learners. Gospel Oak works with schools, colleges, universities and other settings to support students through positive transitions from one educational setting to another/ phases of education and in preparing for adulthood.

- If your child is moving from primary to high school, we will work with the SENDCo and class teacher/transition lead at their primary school to ensure that we understand your child's needs and can plan for them when they move to us. Sometimes we will attend annual review meetings at primary schools and specialist service / professionals' meetings to help us gather all the relevant information. We will also arrange extra visits to Gospel Oak to help with your child's transition, and a specific SEND transition open evening is also held.

- As students approach the end of their time at Gospel Oak, we work with them to ensure they have high aspirations about employment, College courses and higher/further education, independent living and participation in society. Discussions about students' futures will focus on what they want to achieve and the best way we can support them. Helping them consider the right post-16 option is part of this planning.

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How will the school prepare and support my child when transferring classes or schools?

- In Year 11 the school will work to ensure students have firm plans for their post-16 options. Any information about previous SEND provision will be shared by the SENDCo /Assistant SENDCo's/ HLTA's with the Higher/Further education or training provider.
- Post 16: Research College / courses / apprenticeships & attend College Visits with key students to alleviate anxiety and stress
- Arrange/assist work experience / work-based placement & assist with travel arrangements if required Sixth Form Transition:
 - Options' Information Day (part of our Drop Down Days' offer): Students will spend the day focusing on the skills needed for the transition from GCSE to Level 3 courses. The workshops will clarify our expectation of the student and what they can expect from us.
 - Parents/carers are invited to meetings to discuss options in Year 9, along with Options' Evening.
 - Sixth Form Taster Sessions: Year 11 students experience taster sessions in post-16 options as part of our Drop Down Days' offer.

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Who can I contact for further information or to complain about SEN issues?

Dealing with complaints: a copy of the Complaints Policy is available on the school website.

➤ If a parent carer wishes to complain about the provision or the policy, they should in the first instance, raise it with the SENDCo /Assistant SENDCo's/HLTA's, who will try to resolve the situation.

➤ If the issue can't be resolved within 10 working days, the parent can submit a formal complaint to the Principal / Chair of Governors in writing or in any other accessible format. The Principal will reply within 10 working days.

➤ Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available from the school website.

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The Local Offer

Sandwell Local Offer:

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

Wolverhampton Local Offer:

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

Dudley Local Offer:

<https://www.dudley.gov.uk/residents/start-for-life/send/>

Walsall Local Offer:

<https://go.walsall.gov.uk/children-and-young-people/send-local-offer>

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SENDIASS Contact details:

- ▶ Sandwell SENDIASS: <https://www.sandwellsendiass.co.uk/>

0121 828 1172

- ▶ Wolverhampton SENDIASS:
<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iasn/find-your-local-ias-service/west-midlands/wolverhampton>

01902 556 945

- ▶ Dudley SENDIASS:
<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>

mobiles 07824 543233, 07900 161363 or 07929 777744.

- ▶ Walsall SENDIASS: <https://www.family-action.org.uk/what-we-do/children-families/walsall-sendiass/>

01922 612008

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'quick links'](#)

School Contact details:

This SEN and disability information report declares our annual offer to learners with SEND. We value the views of all Governors, parent carer, students, and staff.

If you wish to share any suggestions, please contact the team, either by filling out the school's contact form [here](#), specifying 'SEND enquiry' as the reason, or phoning the school on 0121 556 1351

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'quick links'](#)

What other support services can help me?

Speech and language therapy:
Parental referral 01216122010

GP

CAMHS -

<https://www.youngminds.org.uk/young-person/your-guide-to-support/guide-to-camhs/>

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Addendum.

- ▶ These are the policies and procedures we will endeavour to follow however, in some circumstances, we may need to alter the provision in line with day-to-day adaptations and needs of the whole school as and when necessary.