The Academy is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

SEND Information Report (2026-2027)

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1. AIMS AND PURPOSE

This SEND information report aims to:

- Provide clear guidelines on how children with SEND are supported at Moorcroft Wood Academy,
- Provide a clear explanation of how SEND is identified and assessed.
- Explain how the quality of SEND provision is reviewed.
- Identify roles and responsibilities.

2. SUPPORTING LEGISLATION

This report has regard to the Children and Families Act 2014 (Part 3), the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 and the SEND Code of Practice: 0 to 25 years.

At Moorcroft Wood Academy, we use the definition for SEND and disability from the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) which states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that is generally for others of the same age in a mainstream setting in England.

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

3. WHAT OUR AIMS ARE AT MOORCROFT WOOD ACADEMY

The aims of our Academy are to make reasonable adjustments for those with a disability by increasing access to the curriculum, the learning environment and to printed information for all. To ensure that children with SEND engage in the activities of the Academy alongside pupils who do not have SEND. To use our best efforts to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broads areas of need: Communication and Interaction; Cognition and Learning; Physical and Sensory, and Social, Emotional and Mental Health.

Area of Special Educational Need	Difficulties
Communication and Interaction	Attention/ Interaction Skills: • Difficulties managing distractions; focusing on a task; motivation; initiating or maintaining conversations; peer relationship difficulties. Understanding/ Receptive Language: • Difficulties understanding and processing spoken language without visual support. • Misunderstanding instructions. Speech/Expressive Language: • Difficulties with following conversations, with the need for constant clarification. • Uses simplified language and limited vocabulary. • Some immaturities with the speech sound system. • Grammar/phonological awareness difficulties, which affect literacy.
Cognition and Learning	Difficulties with skills needed for effective learning including: • Language, memory, and reasoning skills. • Sequencing and organisational skills • An understanding of number • Problem solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing Also includes those children who may have a specific learning difficulty such as dyslexia, dyscalculia or developmental co-ordination disorder (DCD or dyspraxia).

Social, Mental and Emotional Health	Difficulties with social and emotional development which may lead to or stem from: • Social isolation • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and/or Physical	Medical or genetic condition that leads to difficulties with: • Gross/fine motor skills • Visual/Hearing impairment • Accessing the curriculum without adaptation • Accessing the building/using equipment without adaptation • Over sensitivity to noise, smells, light, touch, taste • Toileting/self-care

To secure this, we aim to ensure a high level of staff training to meet pupil need, through well-targeted continuing professional development. At Moorcroft Wood Academy, we support pupils with medical conditions to achieve full inclusion in all Academy activities by ensuring consultation with health and social care professionals. We request, monitor and respond to parent/ carers' and pupils' views in order to evidence high levels of communication, trust and partnership. Finally, we aim to work with the Local Authority and external agencies to ensure there is a multiagency approach to meeting the needs of all learners.

4. THE KINDS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES FOR WHICH PROVISION IS MADE

Moorcroft Wood Academy is a mainstream Academy, with a SRP (Specialist Resource Provision) for up to eight children, who have a diagnosis of Autism or who present with significant Communication and Interaction difficulties. These places are allocated by Walsall Local Authority not the Academy.

Children with SEND have different needs, but the general presumption is that all children with SEND, but without an Education, Health and Care Plan (EHCP), are welcome to apply for a place at our Academy, in line with the Academy admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this Academy.

Admission arrangements for disabled pupils are the same as for other pupils and are set out in the Academy's Admissions Policy. No pupil will be refused admission because of disability where this would amount to unlawful discrimination. The Academy will make reasonable adjustments to its admission arrangements where required by the Equality Act 2010.

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

• It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or

• The attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our Academy in a child's EHCP, the local authority will send the Academy a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the Academy where the

draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

5. IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEND

When pupils have an identified special educational need or disability before they join our Academy, we work closely with the people who already know them and use this information to identify possible barriers to their learning.

If a parent or a teacher feels that a child has special educational needs we will discuss with all parties and use a variety of different ways to assess whether this is the case. Some of these ways include:

- Observations and Pupil Studies
- Information from parents and carers
- Academy based test results
- Information from the child or young person
- Specialised assessments carried out by members of the Academy's support services
- Information from previous Academys or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child or young person
- Achievements against Early Learning Goals in Nursery and Reception

We know when a pupil needs help if:

• Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous Academy or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.

• Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.

• Whole Academy tracking of attainment outcomes indicates lack of expected rate of progress.

• Observation of the pupil indicates that they have additional needs

At this point we will place the pupil at 'Early Response' where targets will be set. These will be reviewed termly. If after two cycles (usually two terms) the pupil has not made the expected progress then, in discussion with parent, the pupil may be placed on to the SEND register.

What should a parent do if they think their child may have special educational needs?

• If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's class teacher. This then may result in a referral to the SENCO, Mrs D. Wedge.

• Parents may also contact the SENCO directly if they feel this is more appropriate, on 01902 495943. Parents can also ask for either Mrs S. Cutler, or Mrs A. Whitehouse, Assistant SENCOs.

• All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the Academy.

How will Moorcroft Wood Academy support a child with SEND?

Once a child is identified as having a special educational need, a graduated approach to support is taken. The child's needs will first be assessed then support will be planned, carried out and then reviewed. At the review any necessary changes will be made. All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by curriculum coordinators, the SENCO, and if appropriate, external agencies.
- 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.

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

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

Additional actions to increase the rate of progress will be identified and recorded. A review of the impact of the differentiated teaching being provided to the child will take place, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the Academy considers their child may require SEND support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an 'Assess, Plan, Do and Review' model:

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

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

3. **Do**: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child.

Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes.

This will be recorded and a date made for reviewing attainment.

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

- Local Authority Support Services - Educational Psychologist, Visual Impairment (VI) Teacher, Hearing Impairment (HI) Teacher.
- Specialists in other schools e.g. teaching schools, special schools, other specialist resource provision
- Health partners such as Speech & Language, Occupational Therapy, Academy Nurse and Child & Adolescent Mental Health Service (CAMHS)
- Our Multi-Academy Trust Director for SEND – Mrs Chrissie Grainger.

N.B. For a very small percentage of pupils, if progress is still not being made, despite 'relevant and purposeful action', then a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

6. How we support a child's overall wellbeing

All Academy's have designated first aiders and a procedure for administrating medications. We have access to the Academy Nursing Service and CAMHS.

Pupils' views are sought, listened to and acted upon wherever possible.

There are many adults in Academy available to support your child's pastoral needs. Some students may also be referred to for support from our Learning Mentor (Mrs S. Perry). Moorcroft Wood Academy has a supportive teaching team and lunchtime supervising team who all have the children's well-being as one of their key priorities.

The Academy keeps a medical register, which is updated termly showing the children who have medical conditions, dietary needs and allergies. Necessary information is shared with the cooks and lunchtime staff.

There is a separate asthma register, which is updated regularly. Inhalers are kept in the classrooms and checked by staff.

Children with specific medical conditions such as diabetes, MS, or heart conditions have Health Care Plans, which are written in conjunction with the hospital or Academy nurse. All children with allergies have Individual Health Care Plans.

Medicines can be administered by the office staff. Any medicines that are brought to school in the morning and returned home at the end of the day need to be signed in and out.

All staff have received 'Allergy and Anaphylaxis' training as well as Asthma training. Key staff have received Epilepsy training. All Early Years staff are Paediatric First Aid trained. Most teaching assistants and office staff are Emergency first aid trained.

All staff, including the Lunchtime Supervisors and Site Manager, have received Level 1 Safeguarding training and training on radicalisation and FGM (female genital mutilation).

In our Academy, the class teacher is the first port of call for discussion about your child. They will discuss any concerns with appropriate members of staff.

7. How we use other adults in the Academy to support pupils with SEND

All children have the right to receive Quality First teaching in the classroom, which means that tasks are matched to their learning needs. In addition to this, our children receive additional support, according to their need. This might include:

- Teaching Assistant (TA) support within the year group inside and/or outside the classroom for 1:1/ small group interventions

- Some of our Teaching Assistants are trained in delivering Lego Therapy.

- The delivery of Speech and Language programmes.

- Our Learning and Behaviour Mentor (Mrs S. Perry) works with children to improve their social and emotional development. This includes mentoring sessions, Friendship Terrace, Lego Therapy, ELSA and 1:1 wellbeing checks.

- Our SENCO is there to advise and support staff in supporting the needs of children with SEND.

- Moorcroft Wood Academy also have access to a range of external agencies/ Experts at Hand for children with the most complex needs.

Agency or Service	Who they work with	How Academy can get in touch with them
Educational Psychology Service (EPS)	Children or young people with complex needs. An Educational Psychologist will always be involved with a child or young person who is referred for an Education, Health and Care Plan.	Academy have an allocated worker (Dr Jack Taylor) who they will contact after a parent or carer signs a referral form
Hearing and Visual Impairment Team	Children with visual and hearing impairments. Support for children and staff in the Academy environment.	Service referral form or via consultation.
Speech and Language Therapy Service (SALT)	Children or young people who have speech and language difficulties.	Academy can complete a referral form which parents or carers sign.
Child Adolescent Mental Health Service (CAMHS)	Children with a high level of emotional well being difficulties.	Academy can advise parents to share concerns with their GP, and can refer to Academy Health who may signpost CAMHS.
Occupational Therapy	Children or young people with physical/ sensory difficulties that require regular input.	Pupils are usually referred by medical professionals, but Academy can complete a referral form which parents or carers sign.
Academy Health Nurse	Children or young people with medical needs, particularly where medication is needed.	By referral system.
Director of SEND for the Lighthouse Multi-Academy Trust	Children or young people with complex needs. Academy based visits to identify strategies to support individual learners.	Academy can refer to our Director for SEND, Mrs Chrissie Grainger.

8. TRAINING OPPORTUNITIES FOR THE STAFF IN ACADEMY

The SENCO completed the National Award for Special Educational Needs Coordination in 2012 and regularly completes training in order to continue to develop their knowledge and improve practice. This includes regularly attending local authority SENCO forums and the SENCO update meetings held at the North Star Federation to keep up to date with new initiatives and share expertise. Training has included Precision Teaching, Autism Awareness, Trauma and Empathy, Restorative Practice, Attachment Disorder, Team Teach, Children with Medical Needs, Safeguarding and Children in Care.

Our Learning Mentor has been trained in delivering social and communication programmes including Circle Time, behaviour support programmes, ELSA, My Star, Lego Therapy,Team Teach, Play Therapy, Drawing and Talking, Mindfulness, Autism Awareness and Attachment Disorder.

Other staff have received training on Literacy (I'm a Clever Writer, Reciprocal Reading), Maths (Concrete-Pictorial-Abstract), Makaton, Speech and language strategies, Colourful semantics, Autism and Communication difficulties, Team Teach, Lego Therapy, TACPAC and Restorative Practice.

In our Academy we believe that all staff should be involved in supporting pupils with special educational needs so we make sure that staff have training to help them do this.

Moorcroft Wood Academy is also working closely with other Academys in the local authority as part of the Lighthouse Multi Academy Trust, sharing best practice.

9. How pupils with SEND are involved in their own education

We aim to involve all children in our Academy in the evaluations and implementation of their own education. For children and young people with Special Educational Needs we use a variety of strategies to support this including:

- Person centred reviews

- Child or young person's target review meetings

- Involve child or young person in setting their own targets and sharing their own views

- Self-assessment at the beginning and end of learning

- Having a range of practical equipment available for the child or young person to choose to use, such as task boards, word and desk prompts

- Ensuring the child or young person works with a range of different partners

- Ensuring the child or young person has a designated adult to go to if they need help

- Pupil conferencing

- Opportunity for membership of the Eco Team.

- Opportunity to be a class ambassador.

- One page profiles

10. Resources

The Acaddemy receives funding for all children including those with Special Educational Needs and Disabilities and it is used to provide specialist equipment/training, provide additional intervention programmes to help a child learn and progress or small group learning.

High Quality First Teaching is the first step in responding to pupils who have or may have SEND. The assessment and planning will inform what interventions will support the classroom teaching. This will be reviewed termly.

If progress is still not as expected, despite a suitable period of appropriate and effective support and interventions, then specialists will be involved. The impact of their advice will be monitored.

If progress is still not being made despite relevant and purposeful action to identify, assess and meet the pupil's SEN, the Academy, in consultation with parents/carers, may consider requesting an EHC needs assessment from the Local Authority. Where the Local Authority decides to issue an EHC plan, the final plan will normally be issued within the statutory 20-week timescale from receipt of the request for an EHC needs assessment, subject to the exceptions permitted by legislation. EHC plans must be reviewed at least annually.For students who have an EHCP, our focus is that their needs are met and their objectives worked on. This is often better achieved by pooling resources e.g. running interventions for small groups, receiving a mix of individualised support, group support and teacher support, and receiving support from outside agencies.

Resources and intervention are allocated depending on need. Those children who have more complex SEND who have an EHCP receive 'top up' funding from the LA. This funding may be used for specialist equipment or increased support and is reviewed every year.

In Academy, we have a dedicated Learning Mentor room that is available for social, emotional and communication groups or one to one.

We use workstations, objects of reference, picture and symbol timetables and key rings containing Widgit signs to aid children with communication difficulties.

We use Welcomm and Talk Boost to help children communicate and Colourful Semantics to aid language structure. Lego therapy is also used to help children with communication difficulties.

We have a wide range of reading materials to reinforce the Read, Write, Inc (RWI) reading scheme and a specialist one to one catch up phonics scheme.

There is a wide range of ICT equipment available to motivate pupils and access learning. These include digital touch screens, laptops, i-pads, talking tins and programmable toys. Various software is also used to support learning.

To aid mobility for physically disabled pupils we have slopes to entrances and doorways, handrails and a disabled toilet.

We have a wheel chair friendly mini bus that is used to take children on educational visits.

When the need arises we seek advice and equipment from outside agencies such as specialist chairs and walking frames.

11. EXTRA-CURRICULAR ACTIVITIES

All children have access to our extra-curricular activities. Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities.

We assess the risks for individual children and operate an inclusive policy to ensure access for all children.

We have regular educational visits as well as people coming into Academy to support topic areas. There is one residential trip in year 6. All children, including those with SEND, are given the opportunity to come.

We provide any support that is required for full inclusion as we choose visits that are accessible to all. You are encouraged to join and support the Academy and your child on some trips and visits.

12. ACCESSIBILITY

We have made the following general adaptations to the facilities to support increased access for children with disabilities:

- Blinds have been fitted in each classroom to assist children with visual/ sensory needs.

- A disabled toilet is located near the main entrance.

- A wheel chair friendly mini bus.

- Ramps have been built to the main and children's entrances.

- Handrails have been fitted to all steps.

- Adjustable height tables.

- Extra wide doors for wheel chair access.

- There is a lift which can be installed if necessary from the hall.

- There is an accessible toilet with changing mat in our SRP.

- A designated disabled parking space on staff car park.

Moorcroft Wood Academy is committed to ensuring that disabled pupils are not treated less favourably than other pupils because of their disability. We make reasonable adjustments, including the provision of

auxiliary aids and services where appropriate, to avoid substantial disadvantage and enable disabled pupils to participate fully in Academy life.

Further information about how Moorcroft Wood Academy increases access to the curriculum, improves the physical environment and improves access to information for disabled pupils can be found in the Academy's Accessibility Plan, which is available on the Academy website.

13. SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS THROUGH TRANSITION

Children with SEND can become particularly anxious about starting or changing Academy.

We aim to make times of transition as easy as possible for the children in our Academy.

When starting at our Academy we:

- Meet with the child and their parents to talk about their needs and answer any questions about our Academy
- Meet with staff at the child's previous Academy or setting
- Provide the child or young person with a transition book that has photographs of the key staff and areas around Academy
- Read reports from people who have worked with the child
- Ensure any adults working with the child have relevant reports that can help support the child in our Academy
- We encourage all new children to visit the Academy prior to starting when they will be shown around and any concerns addressed.
- If entering Nursery or Reception a home visit may be conducted and any additional services already involved consulted.
- Sometimes it may be necessary to write a 'social story' to ease the transition for pupils with high anxiety and communication levels.
- Extra visits and/or a phased start can be arranged if needed.
- Children are teamed up with a 'buddy' to look after them and show them the routines.
- We liaise very closely with staff of other Academys when children transfer, ensuring all paperwork is passed on and all needs are discussed and understood.

When moving to a new year group we:

- Introduce the child to their new teacher individually
- Provide the child with a transition book that has photographs of the key staff and areas around their classroom/ Academy to look at during the Academy holidays.
- Provide additional visits to their new classroom (on top of the whole Academy transition morning)
- Talk to the child and their family so we can answer any questions they may have about the new year group
- Give any adults working with the child relevant reports/ IEP paperwork/ SEND information sheet describing the things that help to support them
- Hold a handover meeting between the old teacher and the new teacher.

When moving to a new Academy we:

- Hold a person centred review and invite key staff from the new Academy
- Talk to key staff at the new Academy about things that help the child or young person to learn well and be happy at Academy

- Arrange extra visits to the new Academy with a member of staff from our Academy if that is what the child or young person wants
- Talk to the child and their family so we can answer any questions they may have about the new Academy
- Arrange for the child to participate in a transition group if transferring to a local secondary Academy
- Provide a a scheme of work designed to alleviate and address any worries that they might have about secondary Academy. This is provided by Speech and Language and can be carried out over 10 sessions.
- Passports can be written for those children with social/communication difficulties.
- Liaise with the SENCO of the secondary Academy/school to pass on records and relevant information. If your child has an EHCP, a separate transition meeting will be arranged between the two Academies.

14. PARENTAL INVOLVEMENT

We are a child and family centred Academy, so you will be involved in the decision making about your child's support – you should arrange to talk to your child's teacher to discuss any concerns. We will discuss with you whether your child's understanding and behaviour are the same at the Academy and at home and will take this into account when determining how to help your child make progress.

We have reading record record books and encourage you to write in these. You may prefer to write a short note should you need to make an appointment. In some cases, we make an arrangement with parents to have a 'home – school communication book' to support your child's learning.

We hold termly ISP review meetings for children with SEND and hold a formal annual review for children in receipt of an EHCP. Teachers and parents are encouraged to have as many informal conversations as are necessary to help progress your child's learning.

We set weekly homework for children to repeat and practise activities that are new and present an achievable challenge for the individual pupil. Support is also available if you wish to understand more about how to help you child at home. Please ask to speak with the adults working with your child or look out for parent information sessions.

15. IF YOU HAVE A COMPLAINT

The first person to speak to is your child's class teacher, however if this does not resolve the situation then please speak to the appropriate phase leader (Mr Leese for EYFS and KS1; Mr Gilbey for Y3 and Y4; Mr Croft for Y5 and Y6).

The Assistant SENCO's, Mrs Sarah Cutler and Mrs Adele Whitehouse, and the SENCO, Mrs Debbie Wedge, are available to talk about any difficulties should the above not resolve the situation. You can make an appointment by contacting 01902 495943.

The Head of Academy, Mrs Dana Roper, is always willing to meet with parents if you have a complaint or concern that has not been resolved using the previous contacts.

Parents are able to refer any unresolved issues to our Executive Head Teacher, Mrs Ann Adair, and the Chair of the Local Academy Governors, who can be contacted in writing through the Academy. Our Academy and Local Academy Governors take complaints seriously and will act upon these on an individual basis.

Full details of how to make a formal complaint, including the stages of the complaints process, can be found in the Academy/Trust Complaints Policy available on the Academy website.

16. THE LOCAL ACADEMY GOVERNORS ROLE IN SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The Local Academy Governors appoint a Governor who is responsible for Special Educational Needs. We are currently recruiting governors at Moorcroft Wood Academy.

The job of the SEND Governor is to meet with the SENCO regularly. These meetings are to make sure children and families are being supported by the right services from in and outside of Academy. The Governor may also choose to visit the Academy, observe what happens in classrooms and meet with class teachers, support staff and children.

In addition the SENCO has to provide a written report to the Local Academy Governors three times a year. This report is shared with the others so that everyone is aware of how special educational needs are being supported in the Academy and how well this support is working. The Local Academy Governors will challenge, support and advise the Executive Head/ Head of Academy if appropriate provision isn't being made.

17. SUPPORT FROM THE LOCAL AUTHORITY

The Local Authority's 'Local Offer' (Walsall) will provide parents with information about all the arrangements and services available throughout Walsall for children with any type of special need or disability. This can be accessed via the following:

https://send.walsall.gov.uk/

Walsall's most recent SEND inspection can be found here:
https://go.walsall.gov.uk/children-and-young-people/send-local-offer/about-us/ofsted-and-cqc-inspection

Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)

SENDIASS is a free, impartial and confidential information, advice and support service for children and young people with special educational needs and disabilities (SEND), and their families.

They support children, young people, parents and carers by providing information about education, health and care processes, rights under SEND law, and signposting to local services. Our aim is to empower families to make informed choices and have their voices heard.

Walsall SENDIASS: https://www.sendiass.org/walsall-sendiass/

Birmingham SENDIASS: https://www.birminghamsendiass.co.uk/