Our Local Offer for Special Educational Needs and/or Disability

Brownhills West Primary School

Central Co-operative Learning Trust



Please click the relevant words on the wheel to be taken to the corresponding section.

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Walsall Council SEND Local Offer

Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help?

At our school, we regularly measure children's progress against national expectations. Class teachers continually assess each child's learning through a range of activities, observations, and assessments. This helps us identify both areas of strength and where additional support may be needed.

Children who are not making expected progress are discussed during review meetings between the class teacher and the Inclusion Lead. During these meetings, pupil progress is reviewed, and next steps are identified.

If further support may be needed, we may begin the **Graduated Response** process. This helps us gather more detailed evidence and decide on the most appropriate next steps to support your child's learning and development.

Our Inclusion Lead, **Mrs A. Briley,** works closely with class teachers to oversee all additional support and provision across the school. Together, they ensure that every child with SEND receives the help they need to make progress in all areas of learning and to achieve their full potential.

What should I do if I think my child or young person needs extra help?

The first step is simple: **talk to us!** If you have concerns about your child's learning, please contact their class teacher. If you still have concerns after this, you can speak with our inclusion Lead, **Mrs A. Briley.**

We value strong, positive relationships with parents and believe in open, honest communication. Our Inclusion Lead and class teachers are happy to discuss any concerns you may have at any time throughout the year. You can contact staff via our school email, or ask at the school office to arrange a meeting or phone call.

In addition, class teachers meet with parents each term during **Parent's Evening** to discuss your child's needs, the support in place, and their progress. Following these meetings, the Inclusion Lead is also available to discuss any additional support in more detail.

We encourage parents to share any worries early, so together we can ensure every child receives the help they need to thrive.

Where can I find the setting/school's SEND policy and other related documents?

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How we identify and assess needs

All our documents can be accessed on the school website. The links to the related policies and documents are below:

INCLUSION POLICY
ACCESSIBILITY PLAN
ADMISSIONS POLICY
MEDICAL CONDITIONS POLICY
HEALTH AND SAFETY POLICY
EQUALITY POLICY
INTIMATE CARE POLICY

If you have any problems accessing these documents, please ask at the office and we will provide you with a copy.

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

All children identified as having SEND have **at least three reviews each school year**, during which specific targets are set and recorded on their **Individual Education Plan (IEP)**. These targets outline the support and provision your child will receive to help them achieve their goals. In addition to this support, all children benefit from **Quality First Teaching** in the classroom.

Each child also has a **Pupil Passport**, which records any reasonable adjustments needed to ensure they are fully included in classroom life. The specific support and adjustments will vary for each child, depending on their individual needs.

Planning and target setting is the responsibility of the class teacher, with guidance from the Inclusion Lead. Targets are carefully determined based on assessments that identify gaps in a child's knowledge and skills. Targets are realistic, achievable, and matched with the most appropriate provision available. We welcome **parental input** in this process.

Targets are regularly reviewed in collaboration with parents, and next steps are agreed together. All plans are shared with parents, where feedback or questions can also be added.

We work closely with **outside agencies and the local authority** to ensure our staff have the knowledge and skills needed to deliver effective interventions. Our in-school support addresses all four areas of SEND:

- **Cognition and learning**
- **Communication and interaction**
- **Sensory and physical needs**
- **Social, emotional, and mental health**

For more information about specific support for your child, you can speak to their class teacher or the Inclusion Lead.

We pride ourselves on building **positive relationships** between staff and children. Knowing our children well allows us to motivate and engage them effectively, personalising support to their individual needs. The child's voice is central to this process and is reflected in their Pupil Passport, ensuring that their preferences and needs are heard and acted upon by all staff.

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How will the curriculum and learning environment be matched to my child or young person's needs?

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Teaching, Learning and Support

We ensure that all children receive the support they need to access learning and continue to make progress. While we maintain **high expectations for every child**, we provide scaffolding and adaptations so that all children can achieve alongside their peers. Our aim is for every child to access a **broad and balanced curriculum**, tailored to their individual needs.

Our learning environments have been carefully adapted in line with current research, with spaces in the classroom designed to support **sensory needs and emotional regulation**. These areas help children feel ready to learn and can be further adjusted depending on individual needs. We also work closely with **outside agencies** to ensure any recommendations are followed effectively.

We place a strong emphasis on **building independence and resilience** in all children.

We collaborate with a range of professionals, including the **local authority, social care, hearing and visual impairment teams, and health services**, to ensure we fully understand and respond to each child's needs.

For some children, **access arrangements for assessments or examinations** may be required. These are agreed between school, external agencies, and parents based on available evidence. Adjustments may include additional time, rest breaks, movement breaks, completing assessments in small groups, or using a scribe if this is a child's usual way of working. Please contact the Inclusion Lead if you need further information or reassurance about assessment arrangements.

Our approach ensures that every child can **access the curriculum, achieve their potential, and feel supported** in their learning environment.

How are resources allocated to meet children or young people's needs?

If a child requires support beyond what the school can provide with existing resources, we can seek additional advice and support from outside agencies such as Beacon Behaviour Support, North Star Inclusion advisory team and working alongside other local schools. This collaborative, school-to-school support is an effective way to ensure the best outcomes for our pupils.

Support is continually reviewed through the **Graduated Response**, involving the Inclusion Lead, class teacher, parents, and, where appropriate, external agencies such as **speech and language therapy, occupational therapy or educational psychologist**.

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Teaching, Learning and Support

If it becomes clear that a child will benefit from **long-term, individualised support** while attending a mainstream school, we work together with parents to decide the next steps. This may include applying for an **Education Health Care Plan (EHCP)**, which can provide long-term personalised support and additional funding, or considering the best educational setting to ensure the child's needs are fully met.

Our priority is always to make sure resources are allocated effectively so that every child receives the support they need to **thrive and achieve their potential**.

How is the decision made about what type and how much support my child or young person will receive?

Decisions about your child's support are made through **ongoing discussions with parents, class teachers, and, where appropriate, external agencies**. If your child requires more specialist support, this will be carefully considered and discussed with you.

The **class teacher, together with the Inclusion Lead**, identifies your child's needs and determines the most appropriate support. This is recorded on your child's **Individual Education Plan (IEP)**, which outlines the targets, provision, and resources needed to help them succeed.

If your child has an **Education, Health and Care Plan (EHCP)**, the local authority allocates funding based on the evidence and information provided, ensuring that the support meets your child's specific needs.

This collaborative process ensures that every child receives the right level of support to **make progress, achieve their potential, and thrive in school**.

How will equipment and facilities to support children and young people with SEND be secured?

At our school, we have a wide range of **resources and equipment** to support different learning and sensory needs. If we believe your child would benefit from using any of these, they will be encouraged to do so, and will continue to have access if it supports their learning or wellbeing.

This could be something small, such as a **pencil grip, fidget toy, or ear defenders**, or larger resources such as **time in the sensory room, access to regulation stations, or use of a laptop for recording**.

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Teaching, Learning and Support

All children can access these resources as part of our **universal provision**, but if your child is not currently using a resource and you feel it could help them, please **contact your class teacher** in the first instance to discuss your suggestions.

Our goal is to ensure every child has the **equipment and facilities they need to learn, engage, and feel supported in school**.

How will you and I know how my child or young person is doing?

Your child's progress is closely monitored **every day** through the work they complete in class and observations by teaching staff. In addition, children complete **termly assessments**, which provide standardised scores to help teachers see how each child is performing against age-related expectations and identify any gaps in knowledge and skills. These assessments support teacher judgement, as we recognise that some children may not perform as well in a formal test as they do in everyday learning.

Progress is formally reviewed **at least termly**, but if we have concerns about slower progress, reviews may happen more frequently. This is done through assessments and **Pupil Progress Meetings** with a member of the Senior Leadership Team. If your child has an **Individual Education Plan (IEP)**, their targets will also be reviewed termly, or more often if needed, to ensure they are making progress.

Throughout the year, you will have opportunities to discuss your child's learning:

- **Meet the Teacher Meetings** – to learn about the expectations for your child's year group.
- **Parent's Evenings** – to discuss how your child is performing in comparison to age-related expectations and the reasons for this.
- **Annual Report** – shared at the end of the year, with an opportunity to discuss it with the class teacher.

Teachers plan lessons using **Quality First Teaching**, scaffolding, and modelling to ensure all pupils can access learning successfully.

We recognise the importance of effective communication with parents. At Brownhills West, communication is via Arbor or Class DOJO. Whole-school or class information is shared via Arbor, Class DOJO, email or text through the office.

If we need to discuss something important that has happened during the day, we may speak to you at the end of the school day or contact you by phone. If you feel that our communication methods are not working for you, please let us know so we can adapt and improve.

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Teaching, Learning and Support

At Brownhills West, we work closely with **specialist support services** to achieve the best outcomes for our children. We maintain regular communication via email and phone calls with all agencies and attend all relevant **'team around the family' meetings**, ensuring that targets and support are consistent both at school and at home.

How will you help me to support their learning?

We believe that your child's education is a **partnership between parents and teachers**, and we are committed to keeping communication open and regular, especially if your child requires additional support.

We offer an **open door policy**, so you are welcome to make an appointment at any time to meet with your child's class teacher or the Inclusion Lead. During these meetings, we can share advice, practical strategies, and ways to support your child's learning at home.

If your child is on the **SEND register**—whether they have a diagnosed need or are supported by multiple agencies—they will have an **Individual Education Plan (IEP)**. This plan outlines individual or group targets, which are discussed at **termly meetings**, and a copy is shared with parents. Targets are **SMART** (Specific, Measurable, Achievable, Realistic, and Time-related), with the expectation that your child will achieve them by the next review.

Children with **SEND** may also have an **Education, Health and Care Plan (EHCP)**, which involves more formal meetings to review progress and provide a written report. Throughout this process, we always share ways you can support your child at home and offer guidance for any challenges you may face.

We encourage parents to **observe or discuss the interventions** their child attends so that similar strategies can be used at home to reinforce learning.

Our aim is to ensure that **parents are fully involved, supported, and equipped** to help their child succeed both at school and at home.

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How do we consult with and involve children and young people with SEND in planning and reviewing their education?

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Teaching, Learning and Support

At our school, we **value and celebrate every child's ability to express their views** on all aspects of school life. One way we do this is through the **School Council or other pupil groups**, which provides an open forum for children to raise issues or share their ideas. We ensure **proportional representation**, so children with additional needs are included and their voices are heard.

Children with **Individual Education Plan (IEPs)** discuss and set their targets in partnership with their class teacher where appropriate. They also work with a trusted member of staff to complete their **Classroom Passport**, which records their preferences, strengths, and needs. For children with a PLP or an **Education, Health and Care Plan (EHCP)**, their views are sought **before review meetings**, and where appropriate, they are invited to attend these meetings.

For any pupil voice activities carried out by the **Senior Leadership Team and/or subject leaders**, extra care is taken to ensure that children with additional needs are consulted so that their perspectives are captured and valued.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

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At Brownhills West, we record, assess, and evaluate the effectiveness of the support and provision for our children. All **Individual Education Plans (IEPs)** and interventions are recorded and reviewed regularly. If a target is not met, we adapt the approach as needed. The **Inclusion Lead** monitors the impact of all PLPs and interventions to ensure children are making progress.

We also track children's academic progress against **national expectations**, which helps us assess whether the provision is effective. For some children, we use **specialist assessments** to monitor smaller steps of progress. Additionally, **standardised tests** highlight progress in specific areas and show whether the support provided is having a positive impact.

We actively seek the **views of children and parents**. If a child feels that a provision is not helping them, we listen carefully and, where appropriate, make adjustments so that the support is beneficial and meaningful.

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Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

At Brownhills West, the **safety of children outside the classroom** is a top priority.

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Safety and wellbeing

Nursery: Children are dropped off through the main gate and collected from the Nursery door.

Reception and Year 1: Children enter through the main gate, and enter school via the classroom doors for Reception and Year 1. Children will **not be released to an unfamiliar adult** unless staff have been informed in advance.

Year 2: Children enter through the main gate and enter school via the door from KS1 playground.

Year 3 and 4: Children enter through the main gates and enter school via the doors that are closest to their classroom. There are staff on each door to ensure that children enter school safely.

Year 5 and 6: Children enter via the gate by Year 6 classroom and enter school through the door by Year 4 and 5 lockers.

Breaks and lunchtimes: All playtimes are supervised by teachers and support staff. Lunchtimes are supervised by **lunchtime supervisors**, with additional support for children with more complex needs.

Movement around school: Children are supervised when moving between lessons and are aware of rules designed to keep them safe. Safety measures are in place to ensure no child can leave the building without a responsible adult.

Trips and visits: All trips are carefully planned with **risk assessments** to ensure the safety of every child. Children are supervised by safe adults at all times. For children with additional needs, **individual risk assessments** are completed so their specific requirements are known and met throughout the trip.

Regular **risk assessments** are completed and reviewed for all areas around the school, ensuring a safe environment for all children both during structured learning and unstructured times.

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What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

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Safety and wellbeing

At Brownhills West we are an **inclusive school** that places a high priority on the **emotional well-being** of all children. We believe that building **self-esteem and resilience** is crucial for every child's development. Our caring and nurturing **pastoral lead** provides support for children when they need it.

Our school **Values** are woven throughout everything we do. Through these, we teach children about being **good friends, making positive choices, and being the best version of themselves**. We take bullying very seriously and provide support for all children involved. Bullying is **not tolerated** at Brownhills West, and our Anti-Bullying Policy is available on our website.

If a child is struggling to make friends, we provide **coaching and support** to help them build friendships and understand what it means to be a good friend. It is important to us that all children feel **happy, safe, and a sense of belonging** at school.

For children who need more targeted support with their **social, emotional, or mental health**, we offer **1:1 or small group support** through our pastoral lead. We always seek **parent/carer permission** before providing this type of support.

Our pastoral approach ensures that every child feels supported, understood, and able to thrive both emotionally and socially.

How will you manage my child or young person's medicine or personal care needs?

At Brownhills West, we have clear policies regarding the **administration and management of medicines**, which are available on our website.

If a health professional recommends that your child takes medication during the school day, please **contact the School Office**. The class teacher will then be informed, and staff will ensure the medication is administered safely.

All school staff receive **relevant training**, including updates on conditions and medication, so they are prepared to manage medical situations confidently and effectively.

For children with ongoing medical needs, we create **individual care plans**, which are reviewed regularly. We work closely with parents and medical professionals to ensure all relevant information is included, and these plans are shared with all staff who support your child.

We also have an **Intimate Care Policy**, available on the website, which explains how we work with parents around toileting and other personal care needs.

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Safety and wellbeing

If your child has medical needs, please speak to a member of the Senior Leadership Team who will help ensure that the appropriate care and support are in place.

We understand that children with medical needs may sometimes need to attend **appointments during school hours**. Please inform staff and provide confirmation of appointments to the school office. When your child returns to school, we provide support to help them **transition back into the classroom** smoothly.

Our approach ensures that every child's **medical and personal care needs are managed safely, respectfully, and consistently**.

Home

What support is there for behaviour, avoiding exclusions and increasing attendance?

At Brownhills West, we take a **positive and proactive approach to behaviour**, guided by our **Relationships and Behaviour Policy.**

If staff notice a **change in a child's behaviour** that causes concern, parents are informed immediately. We also encourage parents to let us know of any events or changes at home that may affect behaviour. By working together, we aim to ensure that children feel **happy, safe, and supported**.

For children with **ongoing behaviour difficulties**, we create a **Positive Behaviour Support Plan (PBSP)** in collaboration with the child and their parents. This plan identifies specific issues, sets targets, and outlines relevant support. Where appropriate, a **Risk Assessment** may also be completed.

If further guidance is needed, the school can refer a child to Beacon Behaviour Support or North Star Inclusion Advisory Team, which is supported by the local authority. They provide additional support and advice, including strategies to prevent behaviour from putting a child at risk of exclusion.

Attendance is monitored **daily**. Lateness and absences are recorded and reported to the **Inclusion and Pastoral Lead**. For children whose attendance is a concern, we hold **meetings with parents** to discuss support options and plan actions to improve attendance.

Our approach ensures that every child receives the **behavioural support and guidance they need**, while promoting **positive relationships, safety, and consistent school attendance**.

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Relationships and Behaviour Policy

How do you support children who are looked after by the local authority and have SEND?

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Safety and wellbeing

The school's **Designated Teacher for Looked After Children** is **Mrs. A. Briley**. She works closely with carers and the social care team to ensure that all services collaborate effectively to support looked after children, both **academically and emotionally**.

Each term, all professionals meet with carers and, where appropriate, the children, to complete the **ePEP (electronic Personal Education Plan)**. During this meeting, we review the child's needs, set targets, and plan strategies to help them achieve their goals. Our aim is to ensure the **best possible outcomes** for every looked after child.

All looked after children have access to **emotional support** through our pastoral team, with additional support provided if needed. We focus on building **trusting relationships**, so that children feel confident reaching out for guidance and support whenever they need it.

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Working Together

Who is involved in my child's education?

Your child's **class teacher** is accountable for their education. They plan lessons, ensure the correct support is in place, and are the **first point of contact** for both your child and you as a parent. You can contact the class teacher via **Arbor, email, or through the school office**.

In some classrooms, **teaching assistants** support the teacher in meeting the needs of all children. They help all pupils, not just those who need extra support.

For children with an **EHCP**, there may also be additional support from a **Teaching Assistant (TA)**. We ensure that parents know who is supporting their child each year. TAs may also work with different members of the Inclusion team for **planned group activities** or when staff absences occur.

The **Inclusion Lead** is also involved in your child's education and can be contacted via email or through the school office:

- **postbox@brownhills-w.walsall.sch.uk**

Together, this team works to ensure that your child receives **high-quality teaching, personalised support, and the best opportunities to succeed**.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

At Brownhills West, we have an Inclusion Team with a wide range of skills and expertise, enabling us to support all children effectively and positively. We continually invest in staff development through high-quality training, professional networking, and collaboration with external agencies to ensure that information about children's needs is shared and understood.

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When planning support and provision, we ensure that all staff involved are knowledgeable about the child's needs, understand effective strategies, and are confident in implementing them.

During transitions between year groups or classes, we hold structured meetings to share assessments and information about each child. Additional visits are arranged where needed, allowing children to build trusting relationships before the move. Where appropriate, we involve parents and new teachers in these meetings, enabling questions and sharing of vital information.

All staff have access to children's Individual Education Plans (IEPs) and Classroom Passports, ensuring key information is readily available. For children with an EHCP, plans, outcomes, and provision details are accessible in classrooms, keeping their needs and targets central to our practice.

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Working Together

We actively encourage parents to share updates about their child's needs with teachers and the Inclusion Lead. This ensures all staff have the latest information, allowing support to remain responsive and tailored to each child's needs.

What expertise do you have in relation to SEND?

At Brownhills West we have:

- We have staff trained in Nurture
- Staff trained in sensory processing and able to deliver sensory circuits
- A number of Teachers and TAs are trained to support children with speech and language difficulties.
- Staff trained in delivering a number of reading, writing, spelling/phonics and maths interventions.
- Staff have training in using the Zones of Regulation

Many of our staff have accessed a range of training that relates to the needs of the pupils we are supporting in school. We prioritise developing our own staff and ensure we are continually offering opportunities for professional development.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school – for example:

- Health including GP's, School Nurse, Health visitor, Paediatricians
- Speech and Language Therapists
- Occupational Therapists
- CAMHS
- Social Workers and Early Help
- Educational Psychologists
- Young carers

Home

Who would be my first point of contact if I want to discuss something?

Your child's class teacher would always be the first point of contact. If you had a safeguarding concern, then you would speak with any member of our safeguarding team.

Who is the SEN Coordinator and how can I contact them?

At Brownhills West, Mrs Abbie Briley is the Inclusion Lead.
You can contact them via email or through the school office.

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Working Together

postbox@brownhills-w.walsall.sch.uk

What roles do your governors have? And what does the SEN governor do?

At Brownhills West our **SEND Governor is Ruth Chaplin** and she can be contacted via the school office or through Mrs Perry.
The Inclusion Governor meets at least termly with the Inclusion Lead to discuss current trends, challenges and training. Their role is to challenge to ensure that the provision for our children and inclusive offer is effective.

How will my child or young person be supported to have a voice in the setting, school or college?

At Brownhills West we value and celebrate every child's ability to express their views on all aspects of school life. Children have opportunities to share their opinions through the School Council and other pupil voice groups, which provides an open forum for discussing ideas, issues, or suggestions. We ensure proportional representation so that children with additional needs are actively included in these discussions.

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Children with Individual Education Plans (IEPs) work with their class teacher to discuss and set their targets where appropriated, ensuring their views are central to their learning. They also complete their Classroom Passport with a trusted member of staff. For children with an IEP or an Education, Health, and Care Plan (EHCP), their views are sought prior to any review meetings, and where appropriate, they attend the meetings to contribute directly.

For any pupil voice activity carried out by the senior leadership team and/ or subject leaders, we take care to engage with children with additional needs so that their voices are fully represented and heard.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

We offer opportunities for parents, carers or family members to come into school for family learning events and performances.

What help and support is available for my family through the setting?

At Brownhills West, we pride ourselves on having strong relationships with our families. We will always support and help our families in any way we can. This may include supporting with form filling, understanding school communication or family support around routines or boundaries at home. We would always urge

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Working Together

any of our families to talk to us if they are struggling in any way and we will support or signpost you to other agencies. We are always here to help and support our children and our families. If you need help or support, please either contact the office and they will put you through to the correct adult in school.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

All of the activities and clubs can be accessed by all children, including those with SEND. Brownhills West offer a range of clubs and activities after school so please ask at the office for details. If you believe your child would benefit from some adjustments to make the activity accessible, please speak to a member of school staff and we will see how we can help.

We offer a Breakfast and After School Club which does come at a cost which the office staff can provide further details about.

School trips and residential trips are accessible for all. If a child with SEND needs additional support or care on a trip, we will work with the parents or carers to put a plan together. This may involve an additional risk assessment to ensure health and safety is not compromised.

It is important to us that **all** children access and enjoy all activities and so we aim to make this happen.

Provide details of the physical accessibility of the setting IRR

Is the building wheelchair accessible?

Fully Accessible ☒

Partially Accessible ☐

Not Accessible ☐

Details (if required)

Are disabled changing facilities available? Yes ☒
No ☐

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Details (if required)

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Inclusion & Accessibility

Are disabled toilet facilities available? Yes ☒
No ☐

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes ☒
No ☐

Details (if required)

How accessible is the setting's environment? IRR

The school site is wheelchair accessible with three disabled toilets. We also have a changing room to help change children unable to do this for themselves. The school is on one level with easy access to fire exits.
There are 'Health and Safety' Risk Assessments completed for each room within the school to ensure accessibility and safety. These are reviewed annually.

PEEPS (Personal Emergency Evacuation Plans) are completed for any children with SEND that would need support if leaving the school in an emergency.

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Our staff are aware of and understand sensory needs and adapt and manage their environments to meet the needs of the children in their class. Children can have access to sensory breaks, time in our sensory room or attend a sensory circuit if this is something that helps them regulate.

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Inclusion & Accessibility

Please see our Accessibility Plan on the school website for further information.

What forms of communication does the setting use to ensure inclusivity? IRR

At Brownhills West we communicate effectively with text messages, emails, Class Dojo and phone calls. We have an open door policy where parents and carers can communicate with us at any time.
Please see our Accessibility Plan for further information.

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Joining and moving on

Who should I contact about my child or young person joining your setting?

You are welcomed to contact the school if you are considering your child joining our school. The office staff will be able to answer many of your questions and then pass on your details to the Inclusion Lead who will then contact you to discuss the SEND provision.

The **Admissions Policy** is on the school website.

How can parents arrange a visit to your setting, school or college? What is involved?

At Brownhills West we offer open days for new starters but would also like to invite any parents looking at a new school for their child to visit at any time that suits them. If your child has additional needs, then the Inclusion Lead would be happy to talk with you and show you around our school.
If you wish to arrange a visit, just contact the school office and we will put you in touch with the correct person to help you.

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How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage?

We welcome your child to come to Brownhills West for a tour and visit so that we can begin relationship building before they start with us. We would then work with you as parents to ensure we make the transition as smooth and as positive as possible. This could include additional visits, meetings with their new class teacher, a buddy in school and whatever you feel would support your child through this transition. We would always ensure we speak with the previous setting too, and if appropriate, we would also visit the setting if the child was still attending so that we had a good understanding of needs for when your child starts with us.
Our aim is to make sure that all children feel happy, safe and welcome at Brownhills West and this involves working closely with our parents to do so. We hope that parents and carers would feel they could approach and work with us to help us support their children effectively.

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Joining and moving on

We work closely with the local secondary schools to support our children when moving onto the next stage in their education. This involves additional visits and additional meetings with new staff at the secondary school, their families and staff who work closely with the young person at Brownhills West. We will always ensure that all information is shared with the new setting so that what helps the young person is understood and that support continues into their new school. When your children leave us, that does not mean that our support ends; if our parents and carers need us and we can help, we always will. It is important to us that all our children go on to achieve and succeed and this does not end because they have transitioned to their new school!

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Additional Information

What other support services are there who might help me and my family?

SENDIASS - **https://family-action.org.uk/services/walsall-sendiass/**

Family Support - **https://www.walsallfamilyhubs.co.uk/**

When was the above information updated, and when will it be reviewed?

Updated December 25
Reviewed December 26

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Where can I find Walsall's Local Offer?

Walsall's SEND Local Offer can be found at **https://send.walsall.gov.uk/**

What can I do if I am not happy with a decision or what is happening?

You are welcome to feedback to the school via email to the office and then this will be passed onto the relevant members of staff.
Our **Complaints Policy** is on the school website.

Type of Setting *(tick all that apply)*

☒ Mainstream ☐ Resourced Provision ☐ Special

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Additional Information

☐ Early Years ☒ Primary ☐ Secondary ☐ Post 16 ☐ Post 18
☐ Maintained ☐ Academy ☐ Free School ☐ Independent/Non/Maintained/Private
☐ Other (Please specify below)

DFE Number

335/2225

Locality

☐ North ☒ East ☐ South ☐ West

Specific Age range

Nursery 3-4 years
Primary School 4-11 years

Number of places

188 inc nursery

Which types of special educational need do you cater for?

☒ inclusive mainstream school ☐ special school

Home

Offer specialisms in. Tick all those that apply.

☐ Resource for autism
☐ Resource for cognition and learning difficulties
☐ Deaf friendly
☐ Resource for physical disability
☐ Resource for severe learning difficulty
☐ Visual impairment friendly
☐ Resource for social, emotional and mental health
☒ Fully accessible environment – for pupils with physical or sensory needs
☐ Resource for moderate learning difficulty
☐ Resource for profound and multiple learning difficulty
☐ Resource for speech, language and communication needs

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Additional Information

Other specialist support/equipment:

☐ Specialist technology

Comment:

☐ Rebound trampoline
☐ Accessible swimming pool
☒ Outreach and family support
☒ Bought in support services
☐ Sensory room/garden
☐ Hydrotherapy
☐ Medical
☐ Therapy services
☐ Hearing loop

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