Castle Bromwich Junior School

Where together we can learn, work and succeed.

Castle Bromwich Junior School – Information

Date – December 2026

Reviewed by – Mandip Gill-Cunneen

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Castle Bromwich Junior School – Information Report

Castle Bromwich Junior School is an inclusive school. We ensure that pupils are included in all aspects of learning and school life throughout our school.

From time to time some children require additional support for a set period of time to help meet their needs or support their learning. The decision to do this is made by the school and is based on a variety of factors including, social and emotional needs, medical needs/ disabilities, academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be contacted when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support and will have the opportunity to contribute their views towards to the provision being put in place.

Our Information Report describes the range of provision and support available to support identified children as and when appropriate. This Offer is subject to change depending on budgetary constraints and policy review.

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Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

People	Summary of responsibilities
Inclusion Team Leads Inclusion Manager/ Named Senco – Mandip Gill-Cunneen Assistant Senco– Carole Churchard	• Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: ○ involved in supporting your child's learning ○ kept informed about the support your child is getting ○ involved in reviewing how they are doing ○ Involved in setting new targets • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Specialist Inclusion Support Service etc... • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. • Lead regular Inclusion meetings with the wider Inclusion team to review the impact of the provision in place as well as set up new provisions and agree new referrals/ assessments where appropriate.
Inclusion Team: Child and Family Worker - Hannah Ancil Assistant Child and Family Worker – Paige Hiley/ Daniella Langford (maternity cover)	• To negotiate, develop, implement and evaluate appropriate interventions and strategies which will utilise available resources in the child's home, school and community environment. • • To undertake joint work and interventions with family members, schools, other practitioners and outside agencies. To provide information, advice, guidance and support to families in order to access services and develop parenting capacity. • To accompany children and families to appointments and activities in order to support them in engaging with services. • To be responsible for keeping the school staff informed of work being undertaken with the young person and the family, to offer advice and strategies for relevant members of staff, to promote well-being and minimise risk. • To maintain accurate monitoring data and up to date case records both on manual files and on computer in accordance with school policy • Lead small group and 1:1 interventions to support pupil social and emotional needs.

Inclusion Team: Learning Mentor – Georgina Bayliss	• • To mentor/ support children who are vulnerable and need some additional nurturing • Implementing strategies and supporting children with self-esteem and confidence-building Listening to children and help them resolve any issues that are creating barriers for them • Monitoring attendance and punctuality and supporting families with ensuring children are in school. Setting up initiatives across the school to promote good attendance. • Helping with transition activities for learners moving to secondary school and children transitioning up from year 2 • Support for vulnerable pupils at break and lunchtimes. • Working closely with the other members of the inclusion team
Inclusion Team: Behaviour Manager – Gemma Gibbon	• To lead on behaviour management throughout the school, promoting positive behaviours and attitude to learning Supervise the Lunchtime Supervisor Team ensuring that the functions of the team are managed effectively • • To lead on social activities during the lunchtime periods to support the emotional and social development of the children during these unstructured times. • To ensure that all the lunchtime team members keep full and accurate records. • To undertake training and development, communicating outcomes and best practice to the appropriate teams. • To work with teaching and other colleagues in the school in devising appropriate work/behaviour plans for each individual in accordance with the needs of the pupil. • To take responsibility for the management of break and lunchtimes, alongside the Deputy Headteacher and inclusion manager, to ensure the children have an effective provision during these times. • Provide behaviour CPD for staff

Inclusion Team: Reading support – Elaine Wall	• Use a range of systematic observation techniques to assess and guide children's reading and writing progress. Design • individual programmes based on assessments. • Record information about children's reading and writing development and use the information to inform teaching. • Provide advice/monitor children who have completed an intervention • Inform the SLT/class teachers about children's progress on a regular basis. • Working closely with the other members of the inclusion team
Class teacher	• Ensuring that all children have quality first teaching and that the curriculum is adapted to meet the needs of all pupils • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and discussing any changes with the Inclusion Team as necessary.

	• Writing Individual Education Plans (IEP), and sharing and reviewing these with parents and pupils at least once each term and planning for the next term. Pupils feel they are a part of this process and class teachers use the pupils IEP target cards as a tool for enabling the pupil to discuss how they are getting on. • Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring all staff working with your child in school are aware of your child's individual needs and/ or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. • Make referrals into the Inclusion team if wave strategies are not having an impact on pupil progress.

Teaching Assistant (TA) Used to support English and Maths lessons in years 3 and 4 **Learning support Assistant (LSA)** **May be allocated to some pupils with SEND**	• A Teaching Assistant (TA) will work with small groups of pupils in English and Maths lessons in lower school and work directly with the class teacher to support children (some of whom may be on the SEND register) to target areas that will support good pupil progress. • • TAs lead small group interventions or targeted 1:1 support as required for pupils within their class. Track and monitor progress of any interventions on the school tracking system –Insight Provisions. • A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/ or disabilities. They play a valuable role in the development of your child and we encourage regular dialogue between them and parents/ carers. However, we ask that questions related to your child's progress are directed at the Class Teacher or the Inclusion Team. • LSAs lead small group or 1:1 interventions as required by the pupil's EHCP needs • Track and monitor progress of any interventions on the school tracking system – Insight Provisions.
Head of School – Mrs Tristi Timms	• The day to day management of all aspects of the school, this includes the support for children with SEND. • She will give responsibility to the Inclusion Team and class teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
SEND Governor – Cindy Meikle	• Making sure that the necessary support is made for any child who attends the school who has SEND. • To meet with the SENCO to ensure they are up to date with provision and progress throughout the academic year. • To support parents with SEND children may require further support when addressing concerns.

What are the different types of support available for children with SEND at CBJS?

Type of support provided, showing the stage of the code of Practice children will be at when receiving this support.	**What does this mean for your child?**	**Who can get this type of support?**

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	• That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is based on building on what your child already knows, can do and can understand. Work is carefully differentiated to meet your child's needs. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or using a range of resources that will meet the needs of your child. • Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn. • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.	All children in school get this as a part of the excellent classroom practice in place.
Specific group work with in a smaller group of children. This group, often called Intervention groups by schools, may be run outside the classroom most often by a Teaching assistant/ LSA who has had training to run these groups.	• Class teachers identify children who need more targeted support in addition to classroom teaching. The gaps in their knowledge will be identified and used to form a short programme to support your child making more rapid progress. The • teaching assistant/ LSA will run these small group sessions using the teacher's plan or a recommended programme which will support your child fill the gaps in their knowledge.	This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. *Children who are at the Stage of SEN Code of Practice: SEN Support* which means they have been identified by the class teacher as needing some extra support in school.

Specialist Support run by outside agencies e.g Speech and Language therapist or Specialist Inclusion Support Service (SISS for ASD and SEMH support) **Special Education Needs Teaching, Assessment and Advice (SENTAA - CLD support)**	• Your child will have been identified by the class teacher/Inclusion Team (or you will have raised your worries) as needing more specialist input in addition to quality first teaching and wave 2 classroom intervention groups. • You will be contacted to discuss your child's progress and help plan possible ways forward before referrals are made • You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or the Specialist Inclusion Support Service. This will help the school and yourself understand your child's particular needs better and for us to be able to support them to make good progress in school. • The specialist professional will work with your child to understand their needs (through specific specialist assessments) and make recommendations through a written report, which may include: o Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better o Support to set SMART targets which are personalised to the child. o A group run by school staff under the guidance of the outside professional e.g a social skills group o A group or individual work with the outside professional o Regular monitoring of progress and impact of recommendations that have been put in place. • The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.	This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. *Children on the Stage of SEN Code of Practice: SEN Support* which means they have been identified by the class teacher/Inclusion Team as needing some extra specialist support in school from a professional outside the school. This may be from: • Local Authority central services such as the ASD Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service.

Specified Individual Support This is usually provided through an Education Health and Care plan. These children will have been identified as needing particularly high level of	Usually your child will also need specialist support in school from a professional outside the school. This may be from: • Local Authority central services such as the ASD Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, SENTAA - Learning support and SEMH team (Social Emotional Mental Health)	This type of support is available for children whose learning needs are: Severe, complex and lifelong
individual support which cannot be provided from the budget available in school.	For your child this would mean: • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support. • After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an Education Health and Care plan (EHCP). • The EHCP will state what support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • If your child has an additional adult, they will be used to support your child with whole class learning, run individual programmes or run small groups including your child. • Any support put in place is tracked with entry and exit data and reviewed at least half termly (or sooner if a shorter intervention) to monitor the progress made. Changes and adaptations are made to the provisions using this information to ensure that children are in provisions that are appropriate and support them to make good progress.	

What strategies are used to support the specific needs of my child?

Need		***Strategies Used***
Communication and Interaction	*Autistic Spectrum Disorders*	• Provision of individually tailored visual support pack for specific children including individual timetables, checklists and task boards. Provision of sand timers where • appropriate • Support and strategies suggested by the school's ASD team implemented and communicated with parents/ children. • Intervention from the child and adolescent mental health service (SOLAR/ Forward Thinking) for children and their parents/carers on referral, delivered at SOLAR. • Intervention or observations from the Specialist Assessment Service for children and their parents/carers on referral, delivered at in school as appropriate. • Support / supervision at unstructured times of the day including personal care where required • Play leaders initiating and supporting activities during lunch breaks. • Individual lunchtime support where specified in an EHCP plan • Small group support at lunchtime to develop social and communication needs
	Speech, language and Communication Needs	• • Class teachers use the wave 1 SLCN strategies in the classroom Assessment through Junior Language Link for any children causing concern to identify • areas of need. Junior Language Link intervention programme in place for those that meet the criteria • Referral into SALT if highlighted red on the Junior Language Link assessment or through SENTAA recommendations • Delivery of individual SALT programmes as recommended speech and language therapist.

Cognition and Learning Needs	*Moderate Learning Needs*	• • Regular access to computers using supportive computer programmes • Targeted interventions in Maths and English Small group/ Individual reading support out of class for targeted readers. • Small group literacy support in class from class teacher or support staff. • Use of support materials/ concrete resources e.g., maths boxes, word logs etc • Provision of resources to enhance independent learning including high frequency word lists, Scaffolding e.g. writing frames, story maps

	Severe Learning Difficulties	• Referral made to the CLD team for assessment where appropriate. Recommendations put in place to support specific need. • Specific programmes put in place to support learning needs e.g Read, Write Inc, Success at Arithmetic • Provision of specific resources and equipment eg., non-fidget cushion and writing slopes. • Use of support programmes and materials e.g., Numicon, Diennes blocks etc.
	Specific Learning Difficulties (SpLD)	• Provision of resources to enhance independent learning including coloured overlays, use of dyslexia friendly coloured paper and font. • Provision of specific resources and equipment eg., non-fidget cushion and writing slopes. • Use of support programmes e.g., Numicon, Smartmoves. Touchtyping • Use of support and materials Cuisenaire rods etc. • Movement breaks as appropriate • Use of technology to support learning e.g Talk trackers Immersive reader • Targeted 1:1 support to support areas of need

Social, Emotional and Mental Health needs	*Social Needs*	• Consistent school wide implementation of the school's behaviour policy which is predominantly based on a positive approach. • SEN registration of those children whose emotional needs are persistent and constitute a barrier to learning. Parents will be invited to collaborate with the class teacher to agree a programme of support; home/school books may be set up for daily/weekly communication and behaviour overseen by Senco as appropriate. • Referral to the SEMH team where appropriate with recommendations and strategies put in place. • Where recommended support given 1:1 with the SEMH specialist. • Social groups/ 1:1 to target specific areas of need • Lunchtime social group support to develop social aspects of learning • Wide variety of after school club opportunities available to support social development. • Learning Mentor support focusing on social and emotional development and promoting positive peer interaction delivered in small groups baed on needs of child. • Wide range of pastoral support to support children's behaviour in and beyond the classroom including use of LSA and Learning mentor and individually tailored programmes e.g circle of friends

		• Assembly themes include social and emotional aspects of learning.
	Emotional Health and wellbeing	CBJS currently uses a range of strategies and interventions to support our pupil's mental health and wellbeing such as:- • Circle Time / Bubble Time • Whole school Zones of Regulation in place as well as small group and targeted Zones work for specific pupils • Use of the Boxall Profile to target class gaps as well as individual needs. • Wellbeing Week • PSD curriculum that includes mindfulness • Check in/out with class teachers • Daily Dash • Brain breaks and Active 30/30 • Meet and greets/ soft starts and end of day debriefs in place for pupils that require it • Meet and greet in morning of parents/carers by Teaching assistants/ LSAs • Open door policy by leadership team for all parents/carers throughout the day and by class teachers through appointment. • Child and Family Worker for children referred to the targeted family support service. • Collaboration and communication with all external professionals involved with children, as appropriate • Designated teachers with responsibility for child protection. • All staff trained in child protection at regular intervals. • Risk assessments ensure that action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Referral to the SEMH team / mental health services where appropriate with recommendations and strategies put in place

Sensory and Physical Needs	*Hearing Impairment*	• Staff work alongside the hearing impairment team to support any recommendations they give e.g best place to sit in the classroom, how to use a Radio Aid
		• Regular visits from the HI team to support Childrens use of hearing aids and support for staff
	Physical and medical needs	• Entrances to school enable wheelchair access. Modifications are made as recommended by the SPI team for children with physical needs. • Provision of resources to enhance independent learning including pencil grips, easygrip scissors, and rulers, specialist cutlery. • Implementation of individual OT support and intervention programmes when recommended. • Staff trained in the use of epi-pens. Details and children's photos in office and with medication. • Liaison with medical professionals providing ongoing treatment to children in school. • Individual protocols for children with significant medical needs. Staff are trained to ensure good understanding and implementation of the care plan in place. • Specific staff trained in first-aid.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Inclusion Team or the Headteacher
- If you are still not happy you can speak to the school SEND Governor – Cindy Miekle

How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up am meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too

- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning
- discuss whether or not your child should be identified as SEND and placed on the SEND register

How is extra support allocated to children?

- The school budget includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Inclusion Team discuss all the information they have about SEND in the school, including: ○ the children getting extra support already and the impact of this
    - the children needing extra support and what provision needs to be put in place
    - the children who have been identified as not making as much progress as would be expected and formulate a plan of action i.e assessing specific areas
- All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with an SEND in this school?

Solihull Specialist Inclusion Support Service (SISS):

- Autism (ASD) Team
- Emotional, Socials and Behaviour difficulties (SEMH) Team
- Sensory and Physically impaired (SPI) Team
- Hearing impaired team (HI)
- EAL
- Educational Psychologists

Special Education Needs teaching, Assessment and Advice Service (SENTAA):

- Communication and Learning Difficulties (CLD)

NHS Services

- School Nurse
- Occupational Therapy
- Speech and Language Therapy
- Child and Adolescent Mental health Service (SOLAR)/ Forward Thinking (Birmingham) • Community paediatrics

- Specialist Assessment Service (SAS) - a multidisciplinary assessment advice and support for children and their families with significant and complex medical, developmental and/or social needs.

How are the teachers in school helped to work with children with a SEND and what training do they have?

- The Inclusion Teams job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. This includes whole school training on SEND issues such as ASD and Dyslexia. In the academic year Sept 2024 – 2025 the following courses have been undertaken by the appropriate staff:

    - TAS - supporting pupils to develop independent learning skills (National College)
    - How to Manage low level disruption in the classroom (National College)
    - Annual certificate in online safety (National College)
    - TAs – high quality one to one training and small group intervention (National College)
    - Teaching and supporting pupils with Dyslexia – Primary (National College)
    - AET level 2 training for Autism (updating Jan 2026)
    - Anxiety (SEMH Team through PINS project Jan 2026))
    - Local Authority – SENCO network meetings (Inclusion manager)
    - Pupil regulation and de-escalation (Behaviour Manager)
    - Understanding Autism (PINS project LA advisor)
    - Using technology to support SEND learners in the classroom (PINS project LA advisor)
    - Beacon 360 training on supporting challenging behaviour in the classroom

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Daily planning takes into account individual child's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all children can experience success and challenge in their learning.
- Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.
- Specific resources and strategies will be used to support your child individually and in groups.
- Support staff can adapt the teachers planning to support the needs of your child where necessary. Additional adults are used flexibly to support groups and individual pupils; the long term goal is to develop independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a judgement (expected progress, more than expected progress, below expected progress) is given in reading, writing, and maths.
- If your child is working at a level which is below the age related expectation, the class teacher will differentiate work to meet their needs to close the gap in learning. They use INSIGHT assessment tool to track their progress at the appropriate level.
- At the end of each key stage (i.e. at the end of year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- Children at SEN Support will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an Education Health and Care plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Inclusion Team will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Inclusion Team are available to meet with you to discuss your child's progress or any concerns/worries you may have – contact through the school office or e-mail/ message on Class Dojo if you wish to book an appointment.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IEP's will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.

- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child
- We challenge any negative attitudes towards disabilities and promote equal opportunities between disabled persons and other persons.
- SEND coffee mornings for parents

How is CBJS accessible to children with SEND?

- The building is accessible to children with a physical disability. There are toilets that are suitable for wheelchair users.
- When a child with physical disabilities enters the school we meet with the Physical Impairment team to ensure that we have everything in place that is required by that pupil to ensure they have access the school building and their education. Any adaptions are made following this assessment. This plan is regularly reviewed and monitored with changes made as appropriate.
- Physical aids are used, where required, to ensure pupils access their education. Specialist chairs and equipment is purchased when required.
- We ensure that children with a disability have full access to the curriculum, including the wider curriculum e.g after school clubs, school visits and Children's University
- We complete risk assessments for school trips and outdoor activities to ensure that pupils with disabilities are able to access these
- Written information takes account of pupil's disabilities and preferred formats
- We ensure that equipment used is accessible to all children regardless of their needs. Where required specialist equipment is bought to meet the needs of that child.
- Please refer to the CBJS accessibility plan which outlines how CBJS intends to increase the accessibility for disabled children over time. (Equality Act 2010)
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- When specialist programmes/ days are supported by the local authority we ensure that those targeted children have the opportunity to take part

How will we support your child when they are entering/ leaving this school? OR moving on to another class?

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

- If your child is moving child to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.

- When moving classes in school:
  - Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher. Children have a meet the teacher session before the end of the academic year.

- If your child would be helped by a transition booklet to support them understand moving on then it will be made for them. ○ Additional visits or meetings with the new class teacher is organised where appropriate. ○ Social stories are used to explain the change for pupils that require this

- In Year 2: ○ A number of activities are planned between the Infant and Junior School through the Spring and Summer terms of Year 2.
  - The Inclusion team will attend a Transition Meeting with the Infant staff to discuss the specific needs of your child. The Inclusion Team will attend any reviews in the summer term for children attending the Junior School in the September.
  - SEND parents are offered a handover meeting with the infants and Junior school to discuss their transition ○ Class teachers from both schools meet when classes are finalised to pass over information about your child.
- In Year 6: ○ The Year 6 leader meets with the staff from feeder schools to organise transition activities for the whole year group. ○ The Inclusion team will attend Transition Meetings with the Inclusion Staff from feeder Schools to discuss the specific needs of your child. At this meeting, appropriate additional transition events are put in place for individual children.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
  - Individual pupils may complete some transition work from an external agency to support them into their new school i.e. ASD team.

Useful Contacts:

Solihull SENDIAS (Special Educational Needs and Disability Information, Advice and Support Service) – **Tel: 0121 516 5173**
https://www.familyaction.org.uk/what-we-do/children-families/send/solihullsendias/
The Solihull SENDIAS are here to support children and young people with SEND and their parents/carers. The aim for the service is to enable children and young people and their parents/carers to make informed decisions about their own and their child's education. Information, advice and support for children and young people with SEND and their parents/carers will be impartial, free to access, accurate, confidential, comprehensive and easily accessible/understandable.

SOLAR: https://www.bsmhft.nhs.uk/our-services/solar-youth-services/ Tel: **0121 301 2750**
Solar is the emotional wellbeing and mental health service for those aged 0-19 years, in Solihull. Provided by Birmingham and Solihull Mental Health NHS Foundation Trust in collaboration with Barnardo's and Autism West Midlands, the service aims to meet the emotional wellbeing and mental health needs of children and young people, and support them to move on from the service when they are ready.

School Nursing Team: https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/school-nursing-solihull 0121 726 6754**Texting service - Parents/carers can text us on: 07480635469**
The School Nursing service comprises qualified community nurses (and School Nurse assistants who work under the direction of School Nurses) who are trained in a public health approach to deliver early interventions which are preventative in nature. The service is available to all children (excluding those attending nursery who are supported by the Health Visiting service) and young people attending Local Authority Schools within the borough of Solihull.

Solihull Autism Assessment Service (SAS) Tel: 0121 817 0687 https://www.solihullautism.co.uk/contact.html
Solihull Autism Assessment Service offers a robust multi-disciplinary team assessment for children (7+ years) and adults, using extensively validated assessment tools recommended in NICE guidelines for the assessment and diagnosis of Autism Spectrum Disorder. Collectively the team have many years experience in assessing for Autism in adults and children, both in the NHS and in independent practice, and as well as practicing in a neurodiversity-affirmative way, they provide a professional, individualised and approachable service at all times, both remotely and face-to-face.

Solihull Autistic Spectrum Support and Information: Tel: 0121 779 1742 SASSI is an Autism Support Group for parents/guardians of children or young people with an autism spectrum disorder (ASD). All are welcome whether there has been a diagnosis or there is one pending. Monthly meetings are held in the evening at different primary schools in Solihull. They provide talks on topics connected with ASD and offers the opportunity for parents to meet socially.

Solihull Local Offer: https://www.solihull.gov.uk/children-and-family-support/localoffer Please use this link to look at the Solihull Local Offer.