



SEND Information Report

2026 - 2027

Abbreviations and Glossary

- KS – Key Stage, therefore KS2 = Key Stage 2
- SEND – Special Educational Needs and Disability
- SENDCo – Special Educational Needs and Disability Coordinator.
- EP – Educational Psychologist
- SALT – Speech and Language Team
- C & I – communication and Interaction Difficulties
- C & L – Cognition and Learning Difficulties
- SEMH – Social Emotional and Mental Health Difficulties
- PS – Physical and Sensory Difficulties – including Visual Impairment (VI) and Hearing Impairment (HI)
- FSW – Family Support Worker (KS1 – 3)
- KW – Keyworker (KS4)
- QFT - Quality First Teaching
- CPD - Continuing Professional Development
- EHCP – Education, Health and Care Plan – identified as E on the SEND Register.
- EHCNA – Education, Health and Care Needs Assessment
- SEND Support – identified as K on the SEND Register.
- SEND Register – a list of students who are identified as needing additional support with the meaning of the SEND Code of Practice.
- SEND CoP – SEND Code of Practice

What is *the* local offer?

Local authorities **must** publish a local offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have special educational needs (SEN) or are disabled, including those who do not have education, health and care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

The Walsall local offer <https://send.walsall.gov.uk/> has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review (*Source SEND Code of Practice 2014*)

What is *our* 'Information Report'?

Our Information Report is about providing specific information for children and young people with special educational needs and disabilities (SEND) and their parents or carers about what services young people and their families can expect from the school and therefore more choice over what support is right for an individual student.

For parents/ carers looking for independent advice and support with anything to do with SEND then

Walsall Information and Advice Service (SENDIAS) is a good place to start:

<https://send.walsall.gov.uk/support-parents-and-carers>

IPSEA – Independent Provider of Special Education Advice: <https://www.ipsea.org.uk/>

This report should be read in conjunction with our SEND Policy

Our Aims and Ethos:

The New Leaf School aims to provide, a supportive, consistent educational environment for all students. Promoting positive mental health alongside academic achievement – whilst developing social skills, independence, self-motivation and respect for others.

We provide a personalised learning experience with the aim of securing a student's successful reintegration/transition into an appropriate educational provision, and in turn, help equip them with the skills to achieve in their future.

Our core values, underpin everything we do:

- Empathy
- Respect
- Empowerment
- Integrity
- Inclusivity

Inspire

Our commitment to nurturing, student led approaches supports and inspires young people to:

- resilience and determination in overcoming challenges they face within and beyond school
- become motivated by their own personal and academic successes
- aspire to fulfil their potential as lifelong learners

Believe

We believe in preparing young people for the future by providing a high quality broad and balanced inclusive curriculum, which promotes:

- key core values, skills and knowledge in which equality is promoted and difference is celebrated
- the development of flexible, adaptable learners who embrace challenge, communicate efficiently and work collaboratively
- social, emotional, physical and intellectual development

Achieve

Our supportive community values and nurtures personal and academic progress. High expectations of staff, students, parents and carers leads to young people:

- achieving personal, social and academic success
- understanding and fulfilling their potential
- developing the necessary skills and confidence to progress successfully to post-16 education, employment or training opportunities

All students who join us at New Leaf School should be assured that they will get a fresh start to their educational career: a child led and inclusive approach.

SEND at New Leaf School

Here at New Leaf, we provide for all areas of need itemised in the SEND Code of Practice (COP) January 2015: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Within the CoP there are four broad areas of need:

- Communication and interaction. (C&I)
- Cognition and learning. (C&L)
- Social, emotional and mental health difficulties. (SEMH)
- Sensory and/or physical needs. (S or PD)

Communication and Interaction* (C&I)

- Students who fall into this category may have:
- Autistic Spectrum Condition (ASC)
- Asperger's Syndrome
- Speech, Language and Communication Needs

Cognition and Learning

- This is a very large category and can include any of the following, not forgetting that students can have difficulties in more than one category:
- Students who have a general learning difficulty.
- Students who have a Specific Learning Difficulty. The most common SpLDs are dyslexia, dyspraxia, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), dyscalculia and dysgraphia.
- All SpLDs exist on a spectrum from mild to moderate through to severe.
- Students with moderate learning difficulty (MLD) – they may be a year or two behind their peers.

Social Emotional and Mental Health Difficulties

Specifically in this category are students who:

- Have Adverse Childhood Experiences (ACEs)
- Self-harm
- Have low self-esteem
- Have Autistic Spectrum Disorder (ASD) and/or are prone to SEMH difficulties
- Have Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)
- Suffer with anxiety

This list is not exhaustive and there are many more causes of SEMH difficulties in school.

Sensory and/or physical needs. (S or PD)

Included in this group of students will be:

- The visually impaired (VI)
- The hearing impaired (HI)
- The physically disabled – this group could include those with CP and also students with muscular wasting diseases like muscular dystrophy.

Who at the school has responsibility for SEN students?

Ms Sally Gray is the SENDCo and can be contacted on: s.gray@new.merciantrust.org.uk. She holds the National Award for SEN Coordination (2013). She is also a Qualified Teacher of Children with a Visual Impairment (QTVI) (2011). She has completed a Master's in Education (MEd) Addressing Difficulties in Literacy Development (2022), and the Certificate of Competence in Educational Testing and Assessing for Access Arrangements (2022).

As well as these qualifications Ms Gray has 15 years' experience working with students who have additional needs and has a significant knowledge about how a student's difficulties can affect their learning. She also has specific knowledge and an interest in literacy difficulties and how speech, language and communication difficulties affect literacy development.

The SENDCO, Sally Gray, is responsible for:

- coordinating all the support for students with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all students get a consistent, high-quality response to meeting their needs in the school.
- ensuring that parents are:
 - involved in supporting a student's learning
 - kept informed about the support a student is getting
 - involved in reviewing how they are doing
- liaising with all the other people who may be coming into the school to help support a student's learning e.g. speech and language therapy, educational psychology etc.
- updating the school's SEND register (a system for ensuring all the SEND needs of students in this school are known) and making sure that there are excellent records of a student's progress and needs.
- providing specialist support for teachers and support staff in the school so they can help students with SEND in the school achieve the best progress possible.

The Head Teacher, Claire Fairburn, is responsible for:

- the day-to-day management of all aspects of the school, which includes the support for students with SEND.
- delegating responsibility to the Assistant Principal/SENDCo and class teachers for ensuring that student's needs are met.

- ensuring that the Management Committee is kept up to date about any issues in the school relating to SEND.

The SEND Governor, Mark Elwell, is responsible for:

- making sure that the necessary support is made for any student who attends the school who has SEND.

Class Teachers are responsible for:

- checking on the progress of a student and identifying, planning and delivering any additional help a student may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- sharing information to support student progress outcomes.
- ensuring that all staff working with a student in the school are helped to deliver the planned work/programme for that student, 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 that the school's SEND programme is followed in their classroom and for all the students they teach with any SEND.

Admission to New Leaf

All students who arrive at New Leaf are offered a fresh start. We know why they have come to work with us, but we do not dwell on the past, we prefer instead to look forward and support our students with all aspects of their learning so that they are able to move to the next stage in their education journey.

All admission meetings are completed by the Headteacher, Claire Fairburn, and parents/ carers are offered a further meeting with the SENDCo, Sally Gray. This contact is really important as at this point, we need to know as much information about a student as possible. This will include any of the following:

- Whether your child has been on the SEND Register.
- What interventions or support has taken place in their previous school (whether this has worked or not it is still important)
- Any contact with outside agencies: The Speech and Language Team; Educational Psychologists, CAMHS, Paediatricians or another other multi-agency input
- Whether there has been an application for an Education, Health and Care Plan
- Any worries you have that you don't feel have been addressed at your child's previous school.

As part of the admission meeting or shortly afterwards all students are assessed to determine their ability at key tasks. This will allow us to understand their strengths and difficulties and to give teaching staff strategies to use in the classroom to help the student. It will also help us to understand if there are any undocumented SEND Needs.

Students are also allocated a Keyworker. This person is their main point of contact whilst with us at New Leaf and will be the point of contact between parents and school.

Our Approach to Learning

All students at New Leaf School receive Quality First Teaching, this is quality assured via our Teaching and Learning Policy. Our Quality of Education lead is Claire Daubney who has over 10 years' experience working with students who have additional needs.

Staff at New Leaf School have regular Continuing Professional Development around all aspects of teaching and especially around students' SEND needs.

Our students are at the centre of our decisions about learning and the way we teach.

Effective teacher input via excellent targeted classroom teaching also known 'adaptive teaching.'

For your child this would mean:

- that the teacher has the highest possible expectations for all students in their class.
- that all teaching is based on building on what a student already knows they can do and can understand.
- different ways of teaching are in place so that a student is fully involved in learning in class. This may involve things like using more practical learning.
- specific strategies (which may be suggested by the SENDCo and specialist learning assistant) are in place to support student learning.
- the teacher will have carefully checked on a student's progress and will have decided that the student has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

The Teacher Standards (2012) re-assert that all teachers are responsible for the progress and attainment of the students in their class, even where students access additional adult support. This means that providing an appropriate curriculum, testing knowledge and measuring progress needs to be appropriate to the starting point of the learner.

The Teacher Standards can be found here:

<https://www.gov.uk/government/publications/teachers-standards>

How do we know if your child has SEND?

The Code of Practice defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

SEND will be discussed at the admission meeting or soon afterwards with the SENDCo, if you know your child was in receipt of SEND Support at their previous school, please tell us. It would also help us if you have copies of any reports or assessments that have been carried out on your child. This is valuable information for us and gives us a point at which to start to support a student.

We also contact previous schools for all the information that they can provide for us, as well speaking to other agencies with the Walsall area to find out if they have had any contact with your child previously.

It is really important to us to have a clear and detailed picture about the students we work with, this is so that we can make sure that we support them in the best way possible.

We also use the data from our admission assessments so that we can identify any difficulties that have not previously been supported.

Inclusion and support for those with disabilities.

We are committed to including all students at New Leaf School and will make reasonable adjustments to include any child with a disability. This includes access not only to the building but also to all activities within the school and external curriculum trips and enrichments events.

Please also see our **Accessibility Policy**.

What support do we provide for your child if they have SEND?

All staff are made aware of a student's particular difficulties and are provided with teaching and learning strategies that will help that particular student in an Individual Learning Plan (ILP). We acknowledge that at first these might be quite broad, but as we get to know a student, we are able to refine this so that they are tailored to each student's needs. Keyworkers also produce a student passport which is more personalised to the student and conveys the student's voice. Our ILPs are reviewed termly and parents and students are consulted to ensure their 'voice' is heard about the support we have put in place.

Key Stage 3 (KS3)

Our students are taught in small form groups of no more than eight students, with a Teaching Assistant (TA) assigned to each individual group for their entire timetable. This means that whilst the teacher may change from one lesson to the next the TA doesn't and therefore, they get to know the students well. All students are taught in form groups except for the core subjects English, Maths and Science, for these lessons students are taught by subject specialists.

All staff communicate regarding our students, we especially make sure that the keyworker is also involved in all aspects of a students' education whilst they are with us. We regularly have a professionals' meetings within school so that all staff involved with a particular student are aware of everything that is happening with the child.

Key Stages 1 & 2 (KS1/2)

Students are taught in two age-appropriate groups, where they are taught a primary curriculum appropriate to their specific needs.

For us, communication is an important part of working with you and your child and we are always available to contact regarding and queries or worries that you might have.

How will I be informed if there is a concern about student progress?

If a student is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too;
- plan any additional support a student may receive;

- discuss with you any referrals to outside professionals to support a student's learning

Arrangements for consulting parents about their child's special educational needs

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not satisfied that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or the Principal.
- Additionally for SEN students termly meetings are held to review progress and develop next step plans.

How are teachers supported to work with SEND students and what training do they have?

- The SENDCo's and teaching assistant's role is to support the teaching staff in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- We have a number of staff with expertise in a range of SEN including Dyslexia, Autism, Visual and Hearing Impairment, Speech, Language and Communication Need, ADHD, ODD and SEMH.

As Special Educational Needs Coordinator (SENDCo) and SEN Team at New Leaf School, we will do our very best to:

- Ensure that you are informed if your child is newly identified as needing additional help and support with their learning.
- Ensure that I and my team are as accessible to parents and carers as possible (although we may not always be immediately available.)
- Listen to parents and carers and use your information to help us plan support for your child.
- Give parents and carers the opportunity to be aware of what you can do at home with your child to support learning strategies used in the school and help to be consistent.
- Try to organise meetings at a time to suit everyone who is coming including parents/carers and agree to carry out the actions of the meeting (or let everyone know why we can't)
- Read any reports about your child sent to the school by professionals or other services, share them with other staff as appropriate and act on them as soon as possible after I receive them.
- Ensure that your child's identified individual learning needs are met with appropriate support – regardless of whether they have a diagnosis of a particular condition.
- Give parents the opportunity to be involved in planning support and in reviewing your child's progress towards the targets in their support plan.
- Inform teaching staff and others working with your child (for example lunch staff) of your child's general special needs, any special support that is needed and what works for them.

- Work with parents and others involved to carefully plan your child's move into the school (or from the school) according to their individual needs.

As a parent/carer, it would be helpful if you would keep in touch and:

- Let the school know if anything has happened that is likely to upset or affect your child in the school.
- Ensure that we have your correct contact details.
- Tell us if your child's special needs have changed in any way or if you receive a professional report that may help us in planning to meet your child's needs in the school.
- Let us know if you have any concerns or worries so that we can sort these out together.
- If you want to meet SEN staff, then please, if possible, make an appointment in advance, unless it's urgent. This allows us time to gather the necessary information and staff we may need for a meeting to respond fully to any queries you have.

Working with outside agencies.

Working with students who have special educational needs means that we work very closely with outside agencies at New Leaf School, these include:

Educational Psychologists (EP)
The Speech and Language Team (SALT)
Social Care
The Virtual School (VS)
CAMHS
Street Teams

Contact details

Agency	Email	Phone Number
CAMHS (Child and Adult mental health services)	Camhswalsall.dwmh@nhs.net	01922 607400
The Beacon (drugs and alcohol misuse service)	thebeacon.walsall@cgl.org.uk .	07976 161749
Walsall Social Services including Multi Agency Safeguarding Hub	MASH@walsall.gov.uk	0300 555 2866
Street Teams	admin@street-teams.org.	01922621208
Turning Point		01922 655418
Virtual School, Speech and language therapy	Lorraine.thompson@walsall.gov.uk	01922 652816
School Nurse		
Walsall bereavement service	children@wbss.org.uk	01922 645035
Base 25	enquiries@base25.org	01902 572 040
Careers Advice		

This list is not exhaustive and we will work with any agency that is necessary to secure the best possible support for our students.

In addition to working closely with outside agencies we have an Educational Psychologist that works with us one day per week, this is currently Dr Nina Purewal. This gives us the flexibility to ask for support and advice regarding inclusion of our students and to ask for the EP to work with your child to help support their specific needs.

How We Solve Disputes or Problems

At times you may disagree with advice or guidance given to you by your local authority. SEN Mediation is a service to support parents or young people to resolve disagreements with the local authority. Mediation can be used before deciding whether to appeal to the SEND Tribunal about decisions of an assessment or an EHC plan. The contact details for Walsall's mediation service are:

KIDS West Midlands
249 Birmingham Road
Wylde Green
Sutton Coldfield
West Midlands
B72 1EA

0121 355 2707

<https://www.kids.org.uk/mediation-home/>

Education Health and Care Plans

If your child needs an Education Health and Care Plan (EHCP) then information will be gathered and an application will be made for a needs assessment (EHCNA). This is a long process and can be confusing for some, we will support you throughout the process and are happy to meet to discuss the need for a plan.

As would be expected in a setting like ours there are several students who require an application for an EHCP. Priority for applications is discussed with the Senior Leadership Team and is based on the level of need of a particular student and the availability of evidence of that need.

The process takes 20 weeks from application to completion and the publishing of a draft EHCP. During this time, we will support you in way that we can but if you would like independent support this can be found at:

Walsall Special Educational Needs and Disabilities Information and Advice Support (SENDIAS):

<https://family-action.org.uk/services/walsall-sendiass/>

Or IPSEA:

<https://www.ipsea.org.uk/>

Who can you contact for further information or if you have any concerns/ complaints?

If you wish to discuss your child's educational needs or have any queries about SEND provision at New Leaf Inclusion School, please contact one of the following:

- Your child's keyworker.
- Their form tutor.
- Ms Sally Gray, Assistant Headteacher/SENDCo.
- The headteacher's email address is: c.fairburn@new.merciantrust.org.uk.

The Designated Teacher for Looked after Children (CIC) is Sally Gray.

All Looked After Students (CIC) have regular Personal Education Plans and Looked After Child meetings held with school. School staff and Social Workers decide on how students Student Premium Plus funding is spent to support the educational outcomes of the young person.