



Our Lady of Compassion Catholic School

- SEN Information Report – (2025-2026)



Introduction

Our Vision and Ethos

At Our Lady of Compassion School, and in line with our Catholic ethos, we believe that every individual has a unique and special part to play in God’s plan. As a fully inclusive school, we welcome all children - each with their own strengths, talents and needs - and strive to provide the very best opportunities for them to participate fully in school life. We believe that all pupils are entitled to a rich, broad and diverse curriculum that is adapted to meet their individual needs.

Our Aims

At Our Lady of Compassion School, we aim:

- To provide strong foundations in the Catholic faith, helping children to develop their love of God, our creator, and to value the achievements, dignity and worth of every individual. We seek to be distinguished by the quality of care extended to all members of our school community.
- To work in partnership with home and parish, recognising that strong relationships are key to supporting children's spiritual, social and academic development, and to serve both our local community and the wider world.
- To provide a curriculum that prepares children effectively for their future, equipping them with the knowledge, skills and values needed for the opportunities, responsibilities and challenges of secondary school and adult life.
- To offer a rich variety of experiences and activities, supporting the spiritual, mental, physical, creative and emotional development of every child so that they can grow as well-rounded individuals.
- To nurture a love of learning, fostering independence, curiosity, confidence and a desire to contribute positively to the community.

Our Inclusive Approach

Staff, Governors, children and parents work in partnership to make Our Lady of Compassion School a happy, welcoming and aspirational place where all pupils can achieve their full potential and develop as confident, capable individuals. We ensure that equality of opportunity is a reality for every child, enabling them to make the greatest possible progress within a caring, supportive and fully inclusive environment.

Provision at OLC is designed to ensure that pupils with Special Educational Needs and Disabilities have the opportunity to access a curriculum that is adapted to their needs. Our aim is to foster self-confidence, promote independence and support all children to maximise their potential.

Regulation 1: The kinds of SEN for which provision is made at the school.

Question: What kinds of SEND do children have in your school?

Diverse additional needs

At Our Lady of Compassion School, pupils are identified as having Special Educational Needs and Disabilities (SEND) when they have a significantly greater difficulty in learning than the majority of others of the same age, or when they have a disability that prevents or hinders them from making use of the educational facilities ordinarily available to children of the same age in mainstream schools (SEND Code of Practice, 2015).

We support a wide range of pupils with diverse additional needs. These include, but are not limited to: Autism Spectrum Disorder (ASD), Specific Learning Difficulties (such as Dyslexia and Dyspraxia), Attention Deficit Hyperactivity Disorder (ADHD), Cerebral Palsy, Speech, Language and Communication Needs (SLCN), as well as other learning difficulties and disabilities.

Regulation 2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of children with special educational needs.

Question: How do you know if a child needs extra help?

Identification of Need

Children develop at different rates, and their attainment may be in line with, above, or below age-related expectations. At Our Lady of Compassion School, we follow clear guidelines for identifying emerging needs and implementing additional support. Our aim is to ensure that no child is overlooked - whether they are experiencing difficulties in specific areas of learning (eg reading, writing or mathematics) or attaining at a significantly higher level. We also recognise that some pupils may achieve well academically but require support with other aspects of development, such as forming and maintaining friendships.

Monitoring and Early Identification

Class teachers and the Senior Leadership Team carefully monitor the progress and attainment of all pupils, including those with SEND. Ongoing assessment and observation throughout a child's time at OLC allow us to identify needs at the earliest possible stage. Identification may come from teachers, the Senior Leadership Team, external professionals, parents/carers, or from the child themselves.

Information Used to Identify SEND

At OLC, we draw on a wide range of information and evidence to help identify potential SEND. A concern regarding a child's learning or development may be raised when:

- Parents/carers, external agencies, teachers, or previous settings highlight concerns related to a child's progress, attainment, or social inclusion.
- Screening - either on entry or prompted by a concern - indicates gaps in knowledge, understanding, or skills.
- Whole-school tracking of attainment and progress shows that a child is not making expected progress.
- Observation indicates that the child may have additional needs within one or more of the four broad areas of need:
Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, or Sensory and/or Physical Needs.
- A child expresses that they are struggling or asks for help.

Assessment Tools and Approaches

When further assessment is required, we use a range of tools appropriate to the area of need. These may include:

- TOWRE – Test of Word Reading Efficiency
- Salford Sentence Reading and Comprehension Test
- Phonological Assessment Battery (PhAB)
- Graded Word Spelling Test
- Sentence Completion Test
- Dyslexia Screener
- Dyscalculia Screener
- Strengths and Difficulties Questionnaire (SDQ)
- Boxall Profile

These assessments are used alongside our school's formal assessment systems to build a comprehensive overview of each child's strengths and needs.

Our Approach to Support – The Graduated Response

In order to meet the needs of all pupils, we work to remove barriers to learning through a range of teaching approaches, appropriate adaptations, strategies, and targeted interventions. Support is provided in line with the graduated approach outlined in the SEND Code of Practice, following four key stages:

Assess → **Plan** → **Do** → **Review** (SEN Support).

SEND Register and Provision

All pupils identified with SEND are included on the school's SEND register. This register is confidential but accessible to relevant staff to ensure appropriate planning, teaching and support. Staff use this information to inform lesson planning, classroom practice, and targeted interventions. Where appropriate, pupils are offered additional support, which may include small-group sessions or one-to-one work focusing on specific areas of difficulty. Provision is carefully planned, monitored and reviewed to ensure it has a positive impact on learning and well-being.

Reflection 3a: How the school evaluates the effectiveness of its provision for such children.

Question: How will I know that my child is making progress? How do you evaluate provision?

Assessment and Review of Pupil Progress

All pupils at OLC are assessed on an ongoing basis in line with the school's assessment schedule. These regular assessments inform teachers' planning and classroom practice, helping to identify pupils who may be experiencing difficulty in particular areas of learning. This enables staff to put in place appropriate provision to support progress and accelerate learning where needed.

Teachers also carry out formal assessments three times a year. Progress, attainment and next steps for learning are shared with parents/carers during our bi-annual parents' evenings, held in the Autumn and Spring Terms.

Pupils with an Education, Health and Care Plan (EHCP) have an Annual Review in accordance with statutory requirements. Pupils receiving SEN Support and included on the SEND Register may also have additional meetings with the class teacher and/or the SENCo to discuss progress, areas of strength, and next steps. Where appropriate, small-step targets are identified and recorded on an Individual Education Plan (IEP) or similar learning plan to ensure that support is targeted, measurable and regularly reviewed.

Regulation 3b: The school's arrangements for assessing and reviewing the progress of children with special educational needs.

Question: How do you check and review the progress of my child and how will I be involved?

Tracking Attainment and Monitoring Progress

Pupils' attainment in Religious Education (RE), mathematics, reading and writing (and in Phonics for children in Foundation Stage and Year 1) is tracked using the school's whole-school assessment system. This enables early identification of children who are not making expected progress. Where necessary, school also uses an assessment tracker designed to capture and record small steps of progress.

Pupil Progress Meetings

The school holds termly Pupil Progress Meetings, during which class teachers meet as a phase team with their Phase Leader (a member of the Senior Leadership Team) to discuss the progress of every child. As part of these meetings, the attainment and progress of pupils with SEND are reviewed in the context of whole-school tracking. This ensures that leaders can evaluate the effectiveness of teaching and provision for all learners. The outcomes of these evaluations are used to inform action planning and next steps. Pupils' progress is considered in relation to peers with similar starting points to give an accurate picture of development over time.

The Graduated Approach (Assess → Plan → Do → Review)

Actions relating to pupils with SEND follow the graduated approach described in the SEND Code of Practice (2015):

Assess:

Teachers gather all relevant information held by the school to build an accurate picture of the child's needs. Parents/carers are involved from the earliest stage to support identification and agree areas of focus.

Plan:

If the review indicates that provision that is "additional to or different from" is required, the views of all

involved - including parents/carers and, where appropriate, the child - are gathered. Evidence-based interventions are identified, recorded and implemented by the class teacher and support staff, with guidance from the SENCo.

Do:

Where appropriate, targeted SEN support is detailed on an Individual Education Plan (IEP) or similar planning document. This outlines clear expected outcomes. Parents/carers and the child (where appropriate) are informed of the strategies in place and how they can contribute to achieving the identified outcomes.

Review:

Progress towards the agreed outcomes is monitored and reviewed termly with parents/carers and, where appropriate, the child. Reviews are held with the class teacher; the SENCo and external professionals may be involved depending on the child's individual needs.

Working in Partnership with Parents/Carers

We highly value the involvement of parents/carers and aim to keep them fully informed about their child's progress. Communication takes place through:

- Parents' Evening meetings
- Email communication
- Telephone calls
- Arranged meetings with class teachers
- Annual Reviews for pupils with EHCPs
- Termly or interim review meetings for pupils on the SEND Register

The school also provides information to parents/carers through newsletters, the school website, workshops and written communication. Weekly learning information for each year group is published on the school website and can be accessed using the following link:

[OLC Weekly Learning Plans \[2025-2026\]](#)

Regulation 3c: The school's approach to teaching children with special educational needs.

Question: How do teachers help children with SEND?

Quality First Teaching and Adaptations

Our teachers have high expectations for all pupils, including those with SEND. All staff are fully informed about the individual needs of the children in their class and adapt their teaching accordingly to ensure that every pupil can access learning effectively. Teachers have experience and/or training in meeting a wide range of needs and use a variety of strategies to support learning. These may include differentiated tasks, adapted resources, the use of practical equipment, visual support, and modifications to teaching approaches. Such adaptations ensure that all pupils are able to participate fully in lessons.

Staff Roles and Additional Support

Within school, we have a range of staff roles that enable us to provide high-quality support for children with SEND. When additional help is required, this is discussed with parents/carers and implemented in a way that aligns with the child's identified needs. Support may be provided in a variety of forms, including small-group sessions, one-to-one interventions, in-class support, or targeted programmes delivered by trained staff. Our aim is always to provide the right support at the right time to help each child succeed.

Regulation 3d: How the school adapts the curriculum and learning environment for children with special educational needs.

Question: How will the curriculum be matched to my child's needs? How accessible is the school environment?

Curriculum Adaptation and Classroom Provision

At OLC, our curriculum is carefully scaffolded and adapted to meet the diverse needs of all pupils. Adaptations may be made in a variety of ways, including:

- Grouping arrangements – such as small-group work, 1:1 support, ability grouping, or peer partners.

- Lesson content – modifying what is taught or the level of complexity.
- Teaching approaches – incorporating strategies such as modelling, guided practice, or the use of visual and practical resources.
- Lesson format – including thematic games, simulations, role-play, or discovery-based learning.
- Pace and structure – adjusting the speed of delivery and providing additional processing time where needed.
- Alternative recording methods – such as scribing, use of technology, mind maps, photographs, or voice recording.
- Modified materials – providing enlarged text, coloured overlays, visual prompts or adapted worksheets.
- Levels of support – offering targeted adult support where necessary.
- Alternative learning spaces – enabling children to work in quieter areas if this helps them to focus.

Use of External Agency Advice

The school acts promptly upon recommendations from external professionals to ensure pupils receive appropriate support. Examples include:

- Enlarged print or modified materials for pupils with visual impairments.
- Optimal seating positions and specialist equipment for pupils with hearing impairments.
- Assistive technology for pupils with recording or fine-motor difficulties.
- Coloured overlays or reading rulers to support pupils with dyslexia.
- Sensory supports, such as rest breaks and sensory circuits, for pupils with sensory processing needs.

Dyslexia-Friendly Classrooms

We aim to ensure that all classrooms are dyslexia-friendly. Common features include:

- Clearly labelled resources
- Word banks
- Prompt mats
- Highlighters and reading rulers
- Coloured interactive screens
- Number lines, hundred squares and phonic prompts
- Alternative recording methods
- Writing frames
- Regular opportunities for modelled and shared writing

ASD-Friendly Classrooms

We also work to ensure our classrooms reflect good practice for pupils with Autism Spectrum Disorder. This includes:

- Visual timetables
- Personalised timetables and sequence/prompt cards
- Quiet workstations where appropriate
- Pictorially labelled resources
- Clutter free

Accessibility of the School Environment

Our school is a safe, accessible and welcoming environment for all members of the community. Safeguarding procedures and risk assessments are in place and followed by all staff.

We have a range of facilities to support pupils with SEND, including:

- A lift for access to the first-floor classrooms
- Disabled toilet facilities
- Ramps and lowered handrails
- Adapted equipment to support reading, writing and mobility

These measures help ensure that every child can access the school environment safely and successfully.

Regulation 3e: Additional support for learning that is available to children with special educational needs.

Question: Is there additional support available to help children with SEND with their learning? How are the school's resources allocated and matched to children's special educational needs? How is the decision made about how much/what support my child will receive?

Quality First Teaching and Levels of Support

All children receive high-quality teaching that is carefully adapted to meet their diverse needs. Pupils with SEND are provided with reasonable adjustments - including auxiliary aids and additional services - to reduce any disadvantage they may experience and to ensure they have full access to the curriculum.

Staffing and Support

We have a wide range of skilled staff who support the children in our school and help meet their additional needs. This includes our experienced Teaching and Learning Support Assistants (TLSAs), our Pastoral Assistant, and access to external agencies such as the Specialist Inclusion Support Service (SISS).

Teachers and TLSAs work closely together to ensure support is targeted and effective. Staff use their wide range of skills to provide direct and indirect support for children, assist class teachers in adapting provision, and work in partnership with parents/carers.

Resources are allocated based on clear evidence of need and the impact of support already in place. This ensures that provision is both equitable and effective for each child.

Our Graduated Approach to Provision

Provision at OLC is organised through a graduated approach, ensuring that children receive the right support at the right time:

- **High Quality Teaching (Universal Support):**
All pupils access high-quality, inclusive teaching. Classroom adaptations are implemented to remove barriers to learning and ensure pupils have the best possible opportunities to succeed.
- **Additional SEN Support (Targeted Support):**
When pupils require further help to make progress, additional SEN Support is provided. Children may access individual or small-group interventions using specialist resources tailored to their specific needs. Support from external agencies is considered and implemented where appropriate.
- **Education, Health and Care Plan (Specialist Support):**
When necessary and appropriate, the school may request an Education, Health and Care Plan (EHCP). Pupils with an EHCP receive support and resources as detailed in their plan. TLSAs may be allocated to help pupils access the curriculum and achieve the outcomes set out in their EHCP.

Decision Making and Review

Decisions about moving a child to a higher level of support are based on clear evidence of need and the impact of current provision. Regular monitoring ensures that support remains appropriate and responsive to the child's development.

Regulation 3f. How the school enables children with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.

Question: What social, before and after school, and other activities are available for children with SEND? How can my child and I find out about these activities? How will my child be included in activities outside the classroom, including school trips?

Inclusion in Clubs, Visits and Activities

A wide range of extracurricular clubs is available at OLC, and these are open to all pupils, including those with SEND. We are committed to ensuring that every child has the opportunity to participate fully in school life.

Educational Visits and Residential Trips

All day and residential trips are open to every child. Prior to any visit, staff carefully consider the specific needs of pupils and carry out full risk assessments. Appropriate reasonable adjustments are put in place to ensure that all children, including those with SEND, can take part safely and meaningfully.

The school ensures that staff have the necessary expertise and training to support pupils with SEND during all school-based and off-site activities. Our aim is that no child is excluded from any educational opportunity because of their additional needs.

Regulation 3g: Support that is available for improving the emotional, mental and social development of children with special educational needs.

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

Pastoral Support and Wellbeing

At OLC, we take our pastoral responsibilities very seriously and are proud to offer a wide range of support to promote children's social, emotional and mental wellbeing. Our provision includes:

- A well-planned Personal, Social and Health Education (PSHE) curriculum that equips children with the knowledge, understanding and skills needed to enhance their emotional and social development.
- Evidence-based interventions delivered to targeted pupils to develop social interaction skills, emotional resilience, and overall wellbeing.
- Alternative opportunities for children who find unstructured or out-of-class activities challenging, enabling them to develop confidence and strengthen their social communication skills.

Staff Expertise and External Support

A range of staff members contribute to pastoral provision across the school, including the Pastoral Assistant, SENCo and our team of Teaching and Learning Support Assistants (TLSAs). Their combined expertise allows us to respond effectively to individual needs and provide timely and tailored support.

We also work closely with specialist teams from the Specialist Inclusion Support Service (SISS), including:

- The SEMH (Social, Emotional and Mental Health) Team
- The ASD (Autism Spectrum Disorder) Team
- The SPI (Sensory and Physical Impairment) Team
- The SLCD (Speech, Language and Communication Difficulties) Team

Where appropriate, we signpost pupils and families to additional external services to ensure that children receive comprehensive support tailored to their needs.

Regulation 4: In relation to mainstream schools, the name and contact details of the SEN co-ordinator.

Question: Who should I contact if I want to find out more about how OLC supports children with SEND? What should I do if I think my child may have a special educational need or disability?

Contact Details for the SENCo

The Deputy Head Teacher and Special Educational Needs Coordinator (SENCo) at OLC is **Mrs Vella**. She can be contacted using the following details:

- **Email:** office@olc.solihull.sch.uk
- **Telephone:** 0121 706 9508

If parents/carers have concerns about their child's progress or needs, these should be discussed with the child's class teacher in the first instance. The class teacher will then liaise with the SENCo as appropriate to ensure that concerns are addressed promptly and effectively.

Regulation 5: Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Question: What training have the staff supporting children and young people with SEND had or are having?

Staff Expertise and Training

At OLC, we have a dedicated Inclusion Team, consisting of the SENCo, our Teaching and Learning Support Assistants (TLSAs), and our Pastoral Assistant. Together, this team brings extensive experience and expertise in supporting pupils with a wide range of Special Educational Needs and Disabilities.

The SENCo holds a Master's degree in Education (MEd) with a specialism in Autism; all staff receive regular, ongoing training tailored to the needs of the children in our school. This includes training opportunities for both class teachers and support staff to further develop their skills and understanding of SEND.

Staff who are new to the school follow a comprehensive induction programme that includes training and information on SEND procedures, practices and expectations. New support staff also benefit from the guidance and mentorship of an experienced TLSA to ensure consistent, high-quality provision.

As a school, we also work closely with specialist organisations within the Local Authority - such as the Specialist Inclusion Support Service (SISS) - to access additional expertise and professional advice that enhances our provision for children with SEND.

Regulation 6: Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Question: What happens if my child needs specialist equipment or other facilities?

Accessibility of the School Environment

At OLC, we are committed to ensuring that our school environment is accessible to all pupils. A range of adaptations have been made to the premises to support children with physical, sensory and mobility needs. These include:

- Ramps to improve access to different areas of the school
- Lowered handrails
- Disabled toilet and shower facilities
- Specialist equipment to support individual physical or sensory needs
- A lift providing access to first-floor classrooms for children who are unable to use the stairs

These adaptations help us ensure that pupils with disabilities can move around the school safely and access all areas of learning.

Support from External Services

The school works closely with specialist services to ensure that pupils with sensory and physical needs receive the most appropriate support. In particular, we have access to the Sensory and Physical Impairment (SPI) Team from the Specialist Inclusion Support Service (SISS).

Referrals to this service are made when necessary and in line with the child's identified needs. The SPI Team provides expert advice on:

- Specialist equipment
- Adaptations to the learning environment through environmental audits
- Strategies to support access to teaching and learning

Their guidance helps us ensure that the school continues to meet the accessibility needs of all pupils effectively.

Regulation 7: The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Question: How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?

Working in Partnership with Parents/Carers

We actively encourage parents/carers to work in partnership with us to support their child's learning and development. We value the crucial role that parents play and encourage full engagement with both learning and any interventions offered. Parents can support their child by:

- Helping them to be organised each day, including bringing the correct equipment and books
- Ensuring regular attendance and punctuality
- Attending parents' meetings
- Attending any additional meetings specifically arranged to discuss their child's needs

Communication and Reporting

We are committed to maintaining clear and regular communication with parents/carers. Progress towards identified outcomes is shared termly through SEN Support review meetings, Parents' Evenings and the end-of-year school report.

For some pupils, and when appropriate, a home-school communication book may be used. This provides an effective and consistent method for sharing information between home and school on a more frequent basis, ensuring that parents are kept well informed and involved in their child's ongoing support.

Regulation 8: The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Question: How will my child be involved in his/her own learning and decisions made about his/her education?

Pupil Involvement in Learning and Target Setting

As part of our ongoing assessment processes, children are encouraged to evaluate and reflect on their learning on a daily basis. This reflective approach helps pupils to understand their achievements and identify their next steps. In Key Stage 2, pupils are expected to edit and improve their writing, promoting independence and responsibility for improving their work.

Children are supported to take ownership of their learning and to contribute to target setting through reviewing and reflecting on their progress. They are given regular opportunities to discuss their achievements, areas of difficulty or any concerns with their class teacher. Pupils may also speak with a member of the Inclusion Team whenever they feel this is needed, ensuring they feel listened to and fully involved in their own learning journey.

Regulation 9: Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of children with special educational needs concerning the provision made at the school.

Question: Who can I contact for further information? Who can I contact if I have a complaint?

SEN Complaints Procedure

We always strive to work in partnership with parents/carers and believe it is in everyone's best interests for any concerns or complaints to be resolved promptly, fairly and efficiently. Our SEN complaint procedure is as follows:

- **Initial Concern:**
Concerns should be raised with the class teacher in the first instance. The class teacher may consult with, or refer the matter to, a more senior member of staff where appropriate.
- **If Unresolved:**

If the issue remains unresolved, the concern will be addressed by the SENCo and/or a member of the Senior Leadership Team (SLT).

- **Referral to the Head Teacher:**

Should the matter still not be resolved, the complaint will be referred to the Head Teacher for further investigation.

- **Governing Body:**

If the complainant believes that the issue is still not fully resolved after involvement from the Head Teacher, the matter should be referred in writing to the Chair of Governors. The Governing Body will then consider the complaint in line with their agreed complaints resolution procedures.

The school's full Complaints Policy is available on the school website.

Regulation 10: How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of children with special educational needs and in supporting the families of such children.

Question: What specialist services and expertise are available at or accessed by the school?

Involvement of External Agencies

If a child's progress remains limited despite high-quality teaching and carefully planned interventions, the school may seek advice from external agencies to help identify the most effective strategies to support the child's specific needs. This process always requires parental consent. External referrals may include:

- Specialist Inclusion Support Service (SISS)
- Specialist Assessment Service (SAS)
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Services

In addition, the school works collaboratively with a range of external professionals as appropriate. This may include health services, social care, community organisations and voluntary sector providers. Their expertise helps ensure that we are meeting the needs of pupils with SEND effectively and offering appropriate support to their families.

Regulation 11: The contact details of support services for the parents of children with special educational needs, including those for arrangements made in accordance with section 32.

Question: Who should I contact to find out about support for parents and families of children with SEND?

Family Action – Solihull SEND:

<https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/>

Information about Mental Health in Children:

<https://www.mentalhealth.org.uk/explore-mental-health/a-z-topics/children-and-young-people>

Autism West Midlands:

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

Down Syndrome Association:

<http://www.downs-syndrome.org.uk/for-families-and-carers/>

National Association for Foetal Alcohol Syndrome – UK:

<http://www.nofas-uk.org/>

Cerebral Palsy:

<http://www.cerebralpalsy.org.uk/>

Dyslexia Action:

<http://www.dyslexiaaction.org.uk/>

Brain Injury Association:

<https://www.headway.org.uk/About-Brain-Injury.aspx>

Nasen:

<http://www.nasen.org.uk/>

Birmingham Forward Thinking (CAMHS):

<https://forwardthinkingbirmingham.nhs.uk/>

Solihull CAMHS – Solar:

<https://www.bsmhft.nhs.uk/our-services/solar/>

Oasis Mental Health Support:

<http://www.solihullmind.org.uk/>

Regulation 12: The school's arrangements for supporting children with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Question: How will the school prepare and support my child when joining your school or transferring to a new school?

Transition Support

At OLC, we provide comprehensive transition support for pupils, both before they start school and throughout their time with us, should additional help be needed. We work closely with other schools and settings to ensure that each child settles quickly, feels welcomed and supported, and is able to build and maintain positive friendships. Where additional support is required, this is carefully planned and put in place. A range of strategies are used to ensure smooth and effective transition for pupils with SEND.

Transition on Entry

- **Parent/Carer Welcome Meeting:**
Parents/carers are invited to an introductory meeting and receive information designed to help their child settle into school routines smoothly.
- **SENCo Welcome Meeting:**
The SENCo meets with all new parents/carers of children known to have SEND. This provides an opportunity to discuss any concerns, share key information and identify strategies or support required prior to the child's entry.
- **Liaison with Previous Settings:**
For children transferring from other settings, previous school records are requested immediately. A meeting with parents/carers is arranged to help address any concerns and support a positive start.

Transition to the Next School

- **Enhanced Transition Opportunities:**
Our transition programme offers pupils and parents opportunities to meet staff at the new school. These experiences are strengthened and personalised for pupils with SEND.
- **Year 5 Annual Review (EHCP):**
The Year 5 Annual Review initiates the process of choosing a secondary school for pupils with an Education, Health and Care Plan (EHCP). Parents/carers are supported throughout this process.
- **Support with Next-Phase Decisions:**
Parents/carers are encouraged to explore their options for the next stage of education. External agencies may be involved to ensure that information and guidance are comprehensive and accessible.
- **Accompanied Visits:**
Where appropriate, accompanied visits to prospective settings can be arranged to support pupils and families.
- **SENCo-to-SENCo Communication:**
For children transferring to local schools, SENCos from both schools meet to share information and discuss the pupil's needs, ensuring continuity of provision.
- **Transfer of Records:**
When children leave mid-phase, their records are transferred promptly once the school is notified that the child has enrolled elsewhere.

Regulation 13: Information on where the local authority's local offer is published.

Question: Where can I find out about other services that might be available for our family and my child?

Solihull Metropolitan Borough Council Local Offer information:

<https://www.solihull.gov.uk/children-and-family-support/localoffer>

