



Quick Guide to Hearing Loss and Deaf Support Team

What do we do?

We are a team comprising Teachers of the Deaf and Specialist Learning Practitioners who hold qualifications and/or have a vast amount of experience working with Children and Young People (CYP) who are deaf.

We offer support to any CYP who are deaf from birth to the time they leave school and beyond. The range of deafness experienced by the CYP may be mild, moderate, severe or profound in degree and some may have additional needs that are sometimes complex.

What services and support can we offer?

- The service provides a range of services tailored to the needs of the individual deaf CYP
- We support families right from the point their baby or child is diagnosed with a hearing loss, helping them to understand their child's hearing levels and the implications for their development.
- We run a 'Fieldmice', a support group for pre-school children and their families.
- Offer Family Sign language classes in the home or virtually.
- Advice and / or train teachers and support staff in a variety of educational settings on deaf awareness strategies for the classroom and necessary modifications to the curriculum.
- Liaise with health services, including Ear Nose Throat (ENT) surgeons, Audiology, Midlands Hearing Implant Programme and Speech and Language Therapy.
- Ensure CYP have optimally working hearing aids.
- Conduct observations and functional hearing tests to monitor impact of deafness.
- Advise on need for and functioning of additional listening devices such as radio aids.
- Teach deaf CYP.
- Liaise with other specialist teams (e.g. vision, early years, EHC Assessment Team), settings and parents.
- Support social and emotional development/skills for good mental health and self-esteem.
- Monitor progress and attend annual review meetings and target setting meetings.

For more information please contact:

Deaf and Hearing loss Inclusion and Advisory Team - Walsall Children's Services, Civic Centre, Darwall Street,, Walsall, WS1 1TP

Email: accessinclusionadminteam@walsall.gov.uk



Quick Guide to: Walsall School Governance Team

What do we do?

The School Governance Team provides direct support to school leaders and Governing Boards on all aspects of school governance. The team provide bespoke guidance and advice on specific issues as well as virtual and face to face training, clerking services and external reviews of governance. The team also retain oversight of the Council's statutory duties in regard to school governance and work collaboratively in support of wider partnership roles including the weekly education updates, the Walsall Learning Alliance, Schools Causing Concern and monthly virtual governance briefings.

What services and support can we offer?

The service provides a range of services tailored to the needs of an individual setting. Our services include:

1. **Governor training.** From induction through to the latest guidance on all aspects of school governance. The team provides a comprehensive online offer and can also deliver bespoke sessions tailored to the needs of individual Boards virtually or face to face.
2. **Clerking services.** A comprehensive clerking service with a nominated trained clerk as a point of contact and access to Governor Hub, NGA membership and termly governance briefings.
3. **External reviews of governance** and support in developing self-audit tools to track the impact of governance over time and identify areas of self-improvement.
4. Support regarding **changes to governance** including (federations, academisation, changing the constitution of your Governing Board).
5. **Bespoke advice and guidance** on governance and school leadership to meet the needs of your setting and leadership priorities.
6. We deliver the **local authorities statutory duties** around Instruments of Government, maintaining a database of school governors etc.

Who to speak to:

To get in touch then please contact

Carroll McNally School Governance Manager

carroll.mcnally@walsall.gov.uk

Alternatively contact the team at: govsupport@walsall.gov.uk





Quick Guide to

Admission & Education Sufficiency

The Admissions & Education Sufficiency Team:

The Admissions and Pupil Place Planning Team are responsible for delivering the Local Authority's statutory function to ensure that every child in the borough has an appropriate school place. The Team coordinates the Primary and Secondary school admission rounds, administers the Fair Access Protocols, maintains the database of Children Missing Education and manages the Children Missing Education (CME) Panel. The team is also responsible for producing pupil projections to determine current and future demand for school places across the borough and for managing the coordination of school organisation changes such as school expansions and closures

What are the aims of the Admissions & Education Sufficiency Team?

The overall aim of the service is to ensure that every child in Walsall has an appropriate school place. The work of the team includes:

- Coordination of the Primary and Secondary Admission rounds – including determination of admission arrangements for community and voluntary controlled schools, review of admission arrangements for all other admission authorities in the borough, making offers of school places, defending admission appeals for community and voluntary controlled schools, responding to complaints and ensuring the other admission authorities comply with the School Admissions Code and other relevant legislation;
- Maintaining the database of Children Missing Education;
- Administration of the Children Missing Education (CME Panel);
- Administration of the Fair Access Protocol and the Primary and Secondary Fair Access Panels;
- Coordinating admission of CME children and children placed by the Fair Access Panels;
- The Team oversees the delivery of sufficiency programmes that enables the LA to deliver school places across the borough Coordinating the statutory process for school organisation changes (such as school expansions);
- Producing statutory returns including the Local Authorities Report and the annual School Capacity (SCAP) return.

What will the Team Provide:

- Provide advice and support to parents and schools on all aspects of the school admissions process including support with completing online admission applications;
- Determine admission arrangements for all community and voluntary controlled schools;
- Review determined admission arrangements for all other admission authorities in Walsall to ensure compliance with statutory requirements;
- Offer primary and secondary school places and report on the offers made to the DfE;
- Produce statements of case and provide Presenting Officers to defend admission appeals for community and voluntary controlled schools;

We will cont.....

- Ensure that all locally agreed protocols, including the Fair Access Protocol, are up to date and reflect current statutory requirements;
- Collate pupil numbers and details of midyear admission applications from schools;
- Identify children missing from education, collate CME referrals from other service areas, other LAs and external referrals and maintain a database of CME children;
- Liaise with other services and schools to ensure that CME children are allocated an appropriate educational placement without delay;
- Administer the CME Panel;
- Administer the Fair Access Panels and maintain a database of children placed by the panels;
- Manage the annual school term dates consultation;
- Produce pupil place projections to ensure that there are sufficient school places for all children in Walsall;
- Manage the statutory process for school organisation changes such as school expansions and closures;
- Complete the annual Local Authorities Report on admissions;

For more information please contact:

Alex Groom – Admissions & Education Sufficiency Manager

Alex.groom@walsall.gov.uk

01922 652583



Walsall Council



Quick Guide to

Alternative Provision

What does Alternative Provision offer?

The key responsibility for the service is to ensure that all children in Walsall have access to high quality commissioned alternative provision. Walsall Council is committed to ensuring that every child, regardless of their circumstances, receives an excellent education that provides them with the knowledge, skills and resilience to fulfil their potential.

What are the aims of the Service are

- We want our mainstream and special schools to create a positive culture and behaviour management systems that support children to remain in or re-integrate into their schools.
- We need to be commissioners who place children in alternative provision for behavioural, health or other reasons and plan for how the placement will best meet the child's needs and support their transition into a mainstream, special school, medical placement, meaningful employment or education or training at 16.
- Alternative Provision should not simply be viewed as a provider of last resort. Alternative Provision settings should enable children to make rapid personal, social and educational progress and go on to attain qualifications or re-integration back into mainstream or special schools. To make sure that the allocation of resources and personnel deployed to support and challenge schools are targeted to those where there is greatest need.

What will we provide?

- The Local Authority currently oversees the alternative provision for all KS4 permanently excluded pupils who attend The New Leaf Inclusion Centre.
- KS4 Learners accessing Alternative Provision remain on the roll at the New Leaf Inclusion Centre during their time at their alternative provision Settings. The Alternative Provision service however, is managed by the Alternative Provision Team within the LA.

Quality Assurance

- We undertake regular assessments of all our alternative provision providers within or AP Directory. The LA assess the following aspects of the providers using internal and externally sourced inspection teams for; Health and Safety, Safeguarding and Teaching and Learning.
- Providers who do not meet the required standards are notified and the Local Authority will withdraw students and place them in suitable Alternative Provision. The LA has and maintains an Alternative Provision Directory of around 15 providers that have undertaken the above checks and processes. These providers offer a wide choice and variety of academic and vocations courses that the students can be enrolled upon.

For more information:

Please contact Amy Nash – P16 and Alternative Provision Manager amy.nash@walsall.gov.uk



Quick Guide to: The Early Years Team

What do we do?

- What are the key responsibilities of the Early Years/ School Ready Team?
- To provide information, advice and training to schools, day-care settings and childminders to ensure all early years provision is good or outstanding.
- To raise the attainment of children by the age of five in order that they achieve a 'good level of development'.
- To ensure all provider types are compliant with the Early Years Foundation Stage Statutory Framework.
- To deliver the Local Authority statutory profile assessment duty.
- To encourage take up the 2 year old entitlement for eligible children through direct contact with parents and partnership working.

What are the aims of the Early Years Team

- To raise attainment in all 17 aspects of learning in order to close the gap between Walsall and National outcomes.
- To raise the attainment of vulnerable groups including disadvantage children and those with special educational needs.
- To analyse data and use it to inform the planning of network events, training packages and targeted work in schools and settings.
- To strengthen leadership in Early Years to ensure all 'quality of leadership' judgements are good or outstanding.
- To work in partnership with other services to ensure that children 0-2 years old have their needs identified and met.

What will the Early Years Team provide?

- Advice, challenge and support to schools, settings and childminders on all aspects of the Early Years Foundation Stage, the Statutory Framework for Early Years and the relevant Inspection Handbooks.
- Network events three times a year for school EY leaders and setting managers.
- Training courses and conferences.
- Brokerage of school to school support
- Leadership programmes.
- Audits and audit tools.
- Information about national policy and procedure.
- Information about early learning and childcare places (Family Information Service)
- Information to the Access Team regarding local information about sufficiency of places for all qualifying children in order that they can access their early learning and childcare.

For more information:

Please contact Nicola Hart (Senior Quality Assurance Manager – Early Years) 01922 652892/ 07730502471





Quick Guide to

Home to School Transport Team

Aims: The Home to School Transport Team aims to ensure that every eligible child in Walsall can access their nearest appropriate school. Eligible children include those of compulsory school age who attend “qualifying schools” and:

- Live beyond the statutory walking distance
- Have SEN, disabilities, or mobility problems
- Have an unsafe route to school
- Are from low income families

Responsibilities: The team is responsible for delivering the Local Authority’s statutory function to ensure that every eligible child in the borough can attend their nearest appropriate school. This includes coordinating travel assistance for children with Special Educational Needs, Children in Care, and children from low-income families. The team commissions transport, allocates free school bus passes, provides Personal Transport Budgets, and updates Home to School transport policies in line with government guidelines.

Services: The team provides a range of services, including:

- Planning and coordinating Home to School Transport to all Special Schools across Walsall
- Commissioning transport provision using Public Service Buses, Minibuses, Taxis, and specialist vehicles
- Providing free school bus passes for pupils from low-income families
- Referring pupils to Independent Travel Training
- Providing Personal Transport Budgets for parents of Special needs pupils
- Providing advice to post-16 pupils on accessing transport to college and university
- Supporting Post-16 pupils with SEN up to the age of 25
- Managing whole school contracts and individual contracts for over 1500 pupils/students and 150 schools/colleges
- Providing Passenger Assistants Training and safeguarding training to Drivers and Passenger Assistants
- Carrying out DBS checks and badging all Passenger Assistants
- Working with Walsall's PH/HC Licensing department and partnering with the DVSA on vehicle and site inspections

Contact Information: For more information, visit the Walsall Council website

[Home to school transport | Walsall Council](#)

For enquiries contact sentransport@walsall.gov.uk

or contact the Home to School Transport Manager,

Mark Smith, at mark.smith@walsall.gov.uk



Quick Guide to

School Attendance Support Service

What do we do?

The Attendance Service has responsibility for:

- Promoting good attendance by reducing absence, including persistent absence.
- Enforcement of school attendance (S444 Education Act 1996).
- Administration of Penalty Notices.
- Children missing from education (section 436A of the Education Act 1996)
- Child performance, child employment and chaperone licensing. (Children (Performances and Activities) (England) Regulations 2014 / Children and Young Persons Acts 1933 and 1963).

What are the aims of the Service?

- To provide LA statutory duties in respect of irregular school attendance and child employment.
- To work in partnership with pupils, parents, schools and other agencies to maximise the school attendance of children and young people.
- To identify the barriers and encourage good attendance and punctuality to increase participation.
- To assist schools, develop mechanisms for monitoring and reviewing attendance.
- To engage in efficient and effective partnerships in the best interests of the child or young person.
- To operate within agreed criteria for referrals from schools and others and to respond appropriately.
- To ensure children in entertainment and employment are compliant with education and employment law designed to protect their education entitlement.

What will the Access Team provide?

- A person-centred approach to the identification and management of poor attendance
- A clear and well communicated graduated response built on early intervention: so that children and families get the help they need when they need it regardless of which setting they attend.
- A multi-agency approach: so that children and families get help from the right person or service at the right time and that attendance isn't just seen as an issue for schools.
- A traded offer for schools that provides support schools with attendance management and delivery of school level responsibilities.
- Communication and advice by regularly bringing schools together to communicate messages, provide advice and share best practice between schools and trusts within the area.
- Termly conversations with schools, using their attendance data to identify pupils and cohorts at risk of poor attendance and agree targeted actions.
- Legal intervention where voluntary support has not been successful or engaged with.

For more information please contact:

Robyn Turner – School Attendance Service Manager 01922 652822 robyn.turner@walsall.gov.uk



Quick Guide to

The Educational Psychology Service

Who are the Educational Psychology Service?

We are a team of Psychologists and trainee Psychologists who have all completed specific training to enable us to use the protected title of Educational Psychologist (EP). We are registered as practitioner psychologists with the Health and Care Professions Council. We also have trainee Educational Psychologist working with us who are completing their doctoral training and are supervised by qualified EPs.

What do Educational Psychologists do?

As Educational Psychologists we apply psychology creatively in educational settings to help to find ways forward in difficult situations. Our role is to promote the well-being and progress of children and young people aged 0-25.

To achieve this we;

- consult with adults in educational settings to support individual and groups of CYP
- carry out a range of activities to assess the needs of children and young people
- work with children and young people individually to gather their views
- gather the views of parents
- provide training to schools, parents and other professionals
- use our research skills to undertake project work in schools
- undertake therapeutic work with CYP (CBT, solution-focused approaches etc.)
- use our psychological knowledge and research skills to contribute to strategic developments within the local authority

What does the Educational Psychology Service in Walsall Provide?

1. **Statutory** - We provide psychological advice to the local authority as part of Education, Health and Care Needs Assessments
1. **Traded Offer** - We offer traded sessions to all nurseries, schools and colleges in Walsall. Our model of service delivery is through consultation, we agree priorities for our involvement through termly planning meetings with school SENCOs. This could be individual or group casework, training or project work.
2. **Core offer** - We support children and young people with EHCPs who do not have a school place or who are attending out of borough placements who are raised with us via the EHC team. We offer half termly "support and share" sessions to all school SENCOs, as a forum for group problem solving. We apply our research skills to contribute to service and local authority developments. We work alongside the Early Years SEND team to provide support to early years settings through the early years forum.

For more information:

Please contact our SEND and Inclusion Team on send@walsall.gov.uk or our Principal Educational Psychologist, Sam Samra sam.samra@walsall.gov.uk



Quick Guide to EHC Assessment Team

Who EHC Assessment Team

The Education Health Care Assessment Team consists of Local Authority Officers, including a Team Manager and Senior SEN Casework Officers and SEN Casework Officers based on localities. We sit within the Special Educational Needs & Disability (SEND) area of the Access and Achievement team and are a 0 to 25 years' service. We oversee the Local Authority's statutory function in respect of Education Health Care Needs Assessments and Annual Reviews of Education Health Care Plans (EHCPs) as outlined in the SEND Code of Practice

What are the aims of the Service?

Education Health Care Needs Assessments (EHCNA)

- Our aim is to provide a service whereby requests for EHCNAs are carried out in a robust, evidence-based and timely way by liaising with all partners including; parents, schools & education settings, health colleagues, social care colleagues and other education based services such as Educational Psychologists. We accept applications for an EHC from settings. We aim to make a decision regarding an assessment within 2 weeks of receiving a request. Where children and young people meet the thresholds for an assessment, the team work with professionals and parents to gather information regarding a decision to issue an EHCP. We aim to issue all EHC plans within 20 weeks

Reviews of Education Health Care Plans

- When a child/young person has an EHC plan, the Local Authority's aim is to make a decision following the annual review meeting which is usually held by the child/young person's education setting as to whether to maintain, amend or cease the EHC plan. Our aim is to make the decision within 2 weeks of the annual review meeting being held and to issue the amended EHCP, where needed, within 8 weeks of the decision letter.

Placement of children with EHCPs maintained by the Local Authority

- Our aim is to ensure children and young people with EHCPs are placed in a suitable setting which is able to meet their special educational needs.
- At Phase Transfer (new into Reception, Juniors Secondary and Post 16 provision) we aim to name the settings by our statutory dates (15th February for school age children and 31st March for Post 16 young people)

Disagreement resolution, mediation and tribunals

- We work with families in all forms of disagreement resolution, mediation and Tribunals in respect of the appealable EHC processes.

What will the EHC Assessment Team provide?

- We provide each family an EHC Link Officer in the locality in which they reside or attend school.
- A service that is inclusive of young people and children aged between 0 and 25 years and operates for 52 weeks of the year.
- We collaborate and provide support to partners during the EHC assessment process, including liaison with parents, education establishments, health partners and social care teams to ensure the correct information and advice is received by the team to contribute to our decision making and the writing of the EHC plan.
- We provide correspondence and communication in respect of the assessment, review and phase transfer processes by letter, email, text and telephone.
- We operate an online EHC hub system for parents, carers and young people to engage with during the assessment process.
- We liaise with schools through consultation regarding placement of children with Education Health Care Plans upon receipt of a new plan, when a request for change of placement is received following an annual review or at phase transfer.
- We train partners on processes and systems used as part of our work e.g. the EHC hub or training to SENCOs
- Signpost to relevant services where children and young people with SEND (either with or without an Education Health Care Plan) need further support e.g. School admissions, SENDIASS and Early Help

For more information please contact:

sen@walsall.gov.uk 01922 652871
EHC Team Floor 2 Civic Centre. Darwall St, Walsall WS1 1TP

EHC Hub, please email: ehchubtechnicalqueries@walsall.gov.uk



Quick Guide to Education, Health and Care Team (EHC/SEND) Team

Who EHC Assessment Team?

The Education Health Care Team consists of Local Authority Officers, including a Team Manager and Senior SEN Casework Officers and SEN Casework Officers based on localities. We sit within the Special Educational Needs & Disability (SEND) area of the Access and Achievement team and are a 0 to 25 years' service. We oversee the Local Authority's statutory function in respect of Education Health Care Needs Assessments and Annual Reviews of Education Health Care Plans (EHCPs) as outlined in the SEND Code of Practice.

What are the aims of the Service?

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- Our aim is to provide a service whereby requests for EHCNAs are carried out in a robust, evidence-based and timely way by liaising with all partners including; parents, schools & education settings, health colleagues, social care colleagues and other education based services such as Educational Psychologists. We accept applications for an EHC from settings. We aim to make a decision regarding an assessment within 2 weeks of receiving a request. Where children and young people meet the thresholds for an assessment, the team work with professionals and parents to gather information regarding a decision to issue an EHCP. We aim to issue all EHC plans within 20 weeks.

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- When a child/young person has an EHC plan, the Local Authority's aim is to make a decision following the annual review meeting which is usually held by the child/young person's education setting as to whether to maintain, amend or cease the EHC plan. Our aim is to make the decision within 2 weeks of the annual review meeting being held and to issue the amended EHCP, where needed, within 8 weeks of the decision letter.

Placement of children with EHCPs maintained by the Local Authority

- Our aim is to ensure children and young people with EHCPs are placed in a suitable setting which is able to meet their special educational needs.
- At Phase Transfer (new into Reception, Juniors Secondary and Post 16 provision) we aim to name the settings by our statutory dates (15th February for school age children and 31st March for Post 16 young people)

Disagreement resolution, mediation and tribunals

- We work with families in all forms of disagreement resolution, mediation and Tribunals in respect of the appealable EHC processes.

What will the EHC Team provide?

- We provide each family an EHC Link Officer in the locality in which they reside or attend school.
- A service that is inclusive of young people and children aged between 0 and 25 years and operates for 52 weeks of the year.
- We collaborate and provide support to partners during the EHC assessment process, including liaison with parents, education establishments, health partners and social care teams to ensure the correct information and advice is received by the team to contribute to our decision making and the writing of the EHC plan.
- We provide correspondence and communication in respect of the assessment, review and phase transfer processes by letter, email, text and telephone.
- We operate an online EHC hub system for parents, carers and young people to engage with during the assessment process.
- We liaise with schools through consultation regarding placement of children with Education Health Care Plans upon receipt of a new plan, when a request for change of placement is received following an annual review or at phase transfer.
- We train partners on processes and systems used as part of our work e.g. the EHC hub or training to SENCOs
- Signpost to relevant services where children and young people with SEND (either with or without an Education Health Care Plan) need further support e.g. School admissions, SENDIASS and Early Help

For more information please contact:

sen@walsall.gov.uk 01922 652871

EHC Team Floor 2 Civic Centre. Darwall St, Walsall WS1 1TP

EHC Hub, please email: ehchubtechnicalqueries@walsall.gov.uk



Quick Guide to the Elective home Education (EHE) service

What do we do?

The Elective home education (EHE) service has a statutory duty (under s.436A of the Education Act) to make arrangements to enable it to establish the identities, so far as it is possible to do so, of children in its area who are not receiving a suitable education. We also have a duty to ensure we are promoting high standards, ensuring fair access to opportunity for education and training and promoting the fulfilment of learning potential for all children and young people.

What are the aims of the Service?

- The EHE service identifies and records compulsory school aged children who are home educated and makes enquiries as to whether that education satisfies legal requirements.
- Early intervention is provided to act as an advocate for the child and to ensure the child is in the most appropriate provision.
- Where possible, the EHE service establishes positive relationships with home educating parents to offer the appropriate support.
- The EHE service contacts home educating parents at least on an annual basis in order to reasonably inform itself of the current suitability of the education provided.
- Depending on the results of the enquiries further action maybe required by the EHE service E.g Referral to Fair Access Panel or begin School Attendance Order processes
- Section 175 of the Education Act 2002 requires authorities to make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting children's welfare. The EHE service therefore also has a statutory duty in relation to safeguarding of home educated children and young people.

How do we fulfil our aims?

Elective Home Education (EHE)

- Ensure the Local authority meets their statutory responsibilities in respect of children being home educated, including establishing whether there is a suitable education taking place
- Work with and advise families and schools about the commitment for home education
- Engage positively with EHE families
- Provide emotional literacy support to parents in delivering a suitable education or supporting a transition to school.
- Offer termly
- Coordinate Pre EHE meetings to ensure EHE is a positive choice
- Provide Initial, Interim and Annual visits
- Contribute to CP,CIN and Early help meetings
- Contribute to EHCP annual reviews
- Provide teaching and learning strategies
- Provide information regards exams and qualifications
- Signpost to 14-16 educational provision
- Support children back to school if education is not suitable or if parents request a return to school

For more information please contact:

Please contact Manni Uppal – Specialist Officer for Elective home education 01922 652937 manni.uppal@walsall.gov.uk

If you have any general enquiries regards elective home education please contact EHEmailbox@walsall.gov.uk



Quick Guide to Early Years SEN Team (EYSEN)

Early Years SEN (Special Educational Needs) Advisory Team?

The Early Years SEN Team consists of three Specialist Teachers and three Senior Learning Support Practitioners who are experienced in working with children with Special Educational Needs.

We offer a wide range of support to children with Special Educational Needs from birth. Support may take place in a variety of different settings i.e. homes, assessment groups, pre -school settings, day nurseries and transitions into schools.

Alongside Team around the Child (TAC), we support Multi-Disciplinary Assessments of children under 4 years old and signpost to other partners to ensure we are meeting the needs of Early Years Children in Walsall.

The team works closely with Walsall Child Development Centre and has regular ongoing contact with support services, i.e. Speech and Language Therapists, Physiotherapists, Occupational Therapists, Paediatricians, Health Visitors and other agencies.

What are the aims of the Service?

To support, develop and challenge Inclusive practice for Early Years Children, from Birth to four, with Special Educational Needs and Disabilities across Walsall.

What will the Early Years SEN Team provide?

Through the Area SENCo Role and Practitioner Assessments, we offer advice and support to Early Years provisions on all issues relating to the inclusion of children with Special Educational Needs and Disabilities including:

- Advice on an inclusive curriculum and differentiated learning environments
- Face to face support through the consultation process in relation to identified individual children (always with parent's written consent)
- Play-based assessments to inform teaching, learning and next steps
- Support and advice on the Early Years Funding Pathways and the Education Health And Care Plan process (EHCP, Statutory Assessment)
- Supporting staff, individual children and parents through direct teaching, modelling techniques and strategies and signposting to other agencies e.g. SENDIAS, Admissions

Attend TAC reviews, contribute to discussions on your child's progress and give advice in formulating SEN Support Plans and fulfilling the requirements outlined in the SEND Code of Practice as part of the SEN graduated response.

- Facilitating/providing a range of bespoke or core training opportunities
- Giving advice around appropriate differentiated early attention toys, specialist equipment and resources

For more information, please contact:

Early Years SEN Team (EYSEN)

Walsall Children's Services, Walsall Children's Services, Civic Centre, Darwall Street, Walsall,, WS1 1TP

Email: EYSENspecialistinclusionteam@walsall.gov.uk



Quick Guide to

The Inclusion Hub

What is the Inclusion Hub?

The Inclusion Hub is a small team of professionals who are committed to improving the educational outcomes of Walsall's most vulnerable children and young people. The team work alongside schools and education settings, social care staff and local authority services to ensure all vulnerable children are accessing appropriate education are attending school, are not being suspended or excluded and are being supported to reach their full potential. The Inclusion Hub sits under the Virtual school .

What are the aims of the Inclusion Hub?

Our aims are to:

- Raise awareness to the disadvantage that this children with a social worker can experience by promoting engagement in education and help to narrow the attainment gap.
- Enhance partnerships between education settings and local authorities to help all agencies hold high aspirations for children with a social worker.
- Identifying the needs of children with a social worker and addressing barriers to poor educational outcomes and ensure pupils make educational progress.
- Offer advice and support to key professionals to help children make progress, including through increasing their confidence in using evidence based interventions.
- Reduce the number of exclusions of all vulnerable children
- Promote the education of children under Youth Justice Service
- Promote the education of young carers

What we offer?

- Advice to schools regarding cohorts of vulnerable groups.
- Advice and signpost schools and educational settings to additional services to ensure that children receive the support required to help them succeeded in education
- Training opportunities to develop schools and educational settings understanding around attachment, trauma as well as training on interventions known to make the biggest impact for children with a social worker.
- 'Drop In' sessions, with our Educational Psychologists, Speech & Language Therapists and CAMHS Practitioner to encourage discussions around interventions, provision and strategies to improve outcomes
- Advice to social workers on educational issues. This can include advice and further signposting on: Attainment data, What to ask schools to put in place to support the young person, SEN processes, Interventions and strategies for a school to consider when meeting the needs of the young person, Attendance and exclusions, reduced timetables and local area support systems and external organisations/activities that could support the young person.
- Advice, support and challenge to schools where a child or young person is at risk of exclusion

For more information:

Please contact: Lisa Spooner- Inclusion Manager- lisa.spooner1@walsall.gov.uk



Quick Guide to

School Improvement

What does School Improvement offer?

The key responsibility for the service is to ensure that all children in Walsall have access to high quality educational provision. This is achieved through individual support for schools and settings, the delivery of relevant training, and the maintenance of the LA's statutory duties.

What are the aims of the Service are

- Raise standards in all maintained nursery, primary, special and secondary schools, and accelerate the progress pupils make so that their achievement at matches or exceeds national figures.
- Make sure that the interventions and support provided for maintained nursery, primary, special and secondary schools enable all schools to provide and then maintain a good or better standard of education.
- Use assessment information and other performance indicators to identify those schools at greatest risk of decline and exercise the appropriate LA powers of intervention.
- To support/challenge schools to close the achievement gaps between disadvantaged pupils and others, and improve the achievement of pupils who have special educational needs or disability so they make at least as much progress as other pupils nationally
- To make sure that the allocation of resources and personnel deployed to support and challenge schools are targeted to those where there is greatest need.

What will we provide?

- Many schools at some time require external support to ensure they are able to meet the needs and demands of their children, young people and communities.
- Walsall Council works in collaboration with 'Challenging Education' to deliver its school improvement offer to its maintained schools. The challenge and support that is offered is broadly in proportion to a settings need.
- Support for all schools, but particularly schools causing concern, is designed to empower schools to improve by their own efforts rather than depending on external providers.

Partnership Working with Walsall Schools and Clusters

- Challenging Education work within our school clusters to broker schools to school support and to share and exhibit good practice across those networks.
- Our school improvement partners will also 'pair up' schools when working on borough wide project such as Raising Attainment of Disadvantaged Young people (RADY).

For more information:

Please contact Nick Perks – Quality Assurance Teams Manager. nick.perks@walsall.gov.uk



Quick Guide to

The Virtual School

What is the Virtual School?

The Virtual School for children in care is not a teaching institution. It is “a model by which the local authority provides services, support and a constructive challenge to those providing the services for the education of children in care and advice and guidance to parents of children previously in care. It works closely and in partnership with Schools, Social Care and Health, to insure there is a holistic and comprehensive approach to the support of children in care in all areas of their lives.

What are the aims of the Virtual School?

Our overall aim is to help produce better educational outcomes, and enhanced personal and social development, so that our children in care have better life chances.

The work of the Virtual School includes:

- Ensuring all children in care have a good quality up to date Personal Education Plan (PEP)
- Ensuring that the Pupil Premium Plus is used effectively to improve educational outcome
- Ensuring children in care attend a good school
- Providing training to schools, social care staff, foster carers and other professionals in relation to the education of children in care
- Working closely with schools, social workers, foster carers and other professionals to ensure children in care are achieving academically, making at least expected progress, have good attendance and are not excluded
- Ensuring all our care leavers are in appropriate education, employment or training

What do we do?

We:

- Provide expert advice and guidance in relation to the education of children in care
- Track and monitor the attainment, progress, attendance and exclusions of children in care to identify and implement any support and interventions needed to ensure our children are reaching their full potential
- Provide access to enrichment projects to improve attainment and increase participation.
- Provide support to designated teachers to enhance their knowledge and understanding of the part they play in supporting children in care.
- Attend at the first PEP meeting of any child aged 2-18 both in and outside of Walsall to ensure early identification of needs
- Manage, distribute and monitor the pupil premium plus in partnership with schools
- Offer direct access to Educational Psychology, Speech and Language and CAMHS advice and support for children in care
- Support social workers and carers in identifying an appropriate school place
- Celebrate the achievement of children in care providing annual celebration events for primary and secondary aged pupils

For more information:

Please contact Lorraine Thompson – (Virtual School & Vulnerable Groups Lead) 01922 652837 lorraine.thompson@walsall.gov.uk

If you are working with a child in care or care leaver and would like to discuss their education, either to raise concerns or request additional support, please contact the Virtual School Team. (01922 6562816)



Quick Guide to Vision Impairment Advisory Team

Vision Impairment Advisory Team?

The Vision Impairment Team consists of Qualified Teachers of the Visually Impaired (QTVI's) and Specialist Learning Support Practitioners (SpLSP-VI) who work under the direction of the QTVI's.

The team supports children and young people aged 0-25 years with a vision impairment at home, in early years settings, mainstream and special schools. This support continues throughout school and sometimes into further education.

This forms part of Walsall's Local Offer and is part of the Inclusion and Advisory Team.

What are the aims of the Service?

Vision is a sense that gives us information about the world; it is often referred to as the 'coordinating sense' and helps us understand information as a whole rather than as fragmented information from hearing, touch, and smell.

Visual impairment, including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. Vision impairment can have an impact on all areas of development. In the early years, children may need additional help to make sense of the world around them and when they are older, support to access the curriculum, extra-curricular activities and working towards becoming independent.

Our aim is to ensure that children with a visual impairment are fully included and able to access the curriculum in line with their fully sighted peers. Provision is designed to ensure that the specific needs of each individual are met. Thorough assessments are made by QTVI's and the level and type of support is reviewed regularly.

What will the Vision Impairment Team Provide?

Support may include:

- Visiting homes, pre-school groups, nurseries, schools and colleges
- Providing advice, information and support to parents/carers
- Assess and monitor functional vision
- Offering training to the setting
- Providing advice for teachers and parents/carers on access to the curriculum in mainstream and spe schools
- Setting and reviewing targets with staff in schools
- Teaching of specialists skills eg Braille, Visual Perception skills
- Assessment of the need for specialist equipment and training in its use
- Referral to a Rehabilitation Officer for a mobility assessment and life skill training
- ICT Advice and touch type training
- Training in the use of low vision aids such as magnifiers
- Specialist advice to Local Authority as part of any assessment process
- Provide opportunities for sensory impaired C&YP to access activities and to meet together

For more information please contact:

Vision Impaired Team, Inclusion and Advisory Team - Walsall Children's Services, Civic Centre, Darwall Steet, Walsall, WS1 1TP

Email: accessinclusionadminteam@walsall.gov.uk