



Special Educational Needs and Disability (SEND) Policy

January 2025 - 2028

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This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (last updated September 2024) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEN Code of Practice 0-25 (last updated September 2024)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding policy
- Accessibility Plan
- Teachers' Standards (2012)

Considering the current SEND reforms this policy was created by the school's SEND team, with the SEND Governor and in liaison with staff and parents/carers of pupils with SEND.

Definition of Special Educational Needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (last updated September 2024) says children have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

Definition of Special Educational Provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or maintained nursery schools.

Mission statement

Amblecote: Where everyone belongs

Everyone at Amblecote Primary School provides the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. We strive to support all children to achieve their full potential in a secure, happy, and welcoming learning environment. All staff work hard to foster and develop responsible individuals who are independent and confident lifelong learners equipped to meet the challenges of a changing future. This is achieved within our inclusive school that values every individual and celebrates the diversity of our community. Every teacher is a teacher of every child or young person including those with SEND.

1. Aims and Objectives

Aims:

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years, (last updated September 2024).

Our aims are:

- To ensure that all pupils with SEND have their needs quickly identified to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To make sure all children can access a balanced curriculum, differentiated where appropriate.
- To ensure that all pupils with SEND can fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To build a close working and positive relationship with parents/carers.

Objectives:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services prior to the child's entry into the school.
- **Monitor the progress of all pupils to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and leadership team and will be carefully monitored and regularly reviewed to ensure that individual targets are met and that all pupils' needs are catered for.
- **Work with parents/carers** to gain a better understanding of their child and involve them at every stage of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils, and the effectiveness of the school's SEND work.
- **Support from outside agencies** when a need has been identified and discussed with parents/carers.

- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one-to-one meetings between pupils and their teacher/SENDCo and will be made easier by carefully monitoring the progress of all pupils. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

2. Responsibility for the Co-ordination of SEND Provision

- The person with overall responsibility for overseeing the provision for children with SEND is Mrs Jane Cook (Head Teacher)
- Mrs Gillian Dunckley as SENDCo co-ordinates the day-to-day provision of education for pupils with SEND.
- Miss Alyson Edwards as Pastoral/SEND Support works with pupils requiring pastoral referrals and additional social and emotional support.
- Other visiting professionals include:
 - Educational Psychologist
 - Dudley’s Learning Support Service (LSS)
 - Dudley Speech and Language Therapy Service
 - Independent Speech and Language Therapy Service – West Midlands
 - CIPS – Communication, Interaction, Physical and Sensory Advisory Service, including:
 - **Physical and Sensory Advisory Service, including:**
 - Physical Disability Support
 - Deafness and Hearing Loss Support
 - Vision Impairment Support
 - **Communication and Interaction Advisory Service, including:**
 - EHCO – Education and Communication Help through Outreach
 - Speech and Language Centre
 - ASC Team – Autism and Social Communication Team
 - School Nurse
 - Physiotherapists
 - Occupational Therapists
 - Child and Adolescent Mental Health Service (CAMHS)
 - Children’s Autism Assessment Service (CAAS)

3. Arrangements for co-ordinating SEND provision

The SENDCo hold details of the following records:

- for children receiving SEND Support
- for children with Individual Target Plans (ITP) or Pupil Passports
- for children with an Education, Health and Care Plan (EHCP)

All staff can access:

- The Amblecote Primary School SEND Policy and SEND Information Policy

- The SEND Register
- Dudley SEND Local Offer - <https://www.dudley.gov.uk/residents/dudley-local-offer/>
- Dudley's Ordinarily Available Inclusive Provision Guidance - [https://dudleyci.co.uk/Dudley-
oaip](https://dudleyci.co.uk/Dudley-
oaip)
- Guidance on identification in the Code of Practice (updated May 2015) (SEND Support, Education, Health and Care Plans)
- Information on individual pupils' special educational needs including Individual Targets Plans (ITP), Pupil Passports and Education, Health and Care Plans (EHCP).
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on EduKey - Provision Mapping Software on individual pupils and their special needs and requirements
- Information on current legislation and SEND provision.

Relevant information is made accessible to all staff and parents/carers to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Information for parents/carers can be found in the SEND section on the school website and in the school's SEND Information Report.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health, and Care plan and those without.

All SEND paperwork should be passed to the SENDCo by the previous school or setting/parents/carers as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENDCo to aid the smooth transition of the pupil and discuss arrangements to be made as well as any other essential information relating to that child's needs. Where face-to-face meetings are not possible, contact will be made using the telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. Transition booklets and/or social stories are also used to help an individual pupil become familiar with new staff and routines before entering school or moving to a new class. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

5. Facilities and interventions for pupils with SEND

The school has a range of specialist SEND facilities in place. These include:

- There is a room with an electrical bed should it be required.

- Storage facilities for medical supplies, gloves, and aprons
- Dedicated bins or disposal systems for clinical waste
- Wheelchair stair lifts on both sets of staircases
- Level access across the site
- High-visibility markings around the site for children with visual impairment
- Handrails on both sets of steps
- All buildings are fully wheelchair accessible

The school has access to a range of SEND Interventions. These include:

- Black Sheep Language Programmes
- Talkabout – A Social Communication Skills Package
- Get Moving Programme
- Talk Boost
- Fine and gross motor skills groups – Theraputty exercises
- Lego Therapy
- Makaton support
- Individual mentoring
- Success with Sentences
- Five Minute Maths Box
- Five Minute Literacy Box
- WellComm Screening Tool
- 1:1 Speech and Language targets – set by Amblecote’s independent Speech and Language Therapist
- Precision teaching
- Pre-teaching sessions
- Pastoral Support – block 1:1 intervention
- Learning Support Individual Target Sessions (LSS)
- Colourful Semantics
- Literacy Gold – including a Dyslexic Screening Online Tool

6. Allocation of resources for pupils with SEND

Additional assessment tools e.g. Literacy Gold, Phonics Tracker, Wellcomm are used to ensure allocated funding is used appropriately to support children in school based on their identified needs. The SENDCo produces a document breaking down the need within the four areas of SEND. Each year, the Senior Leadership Team (SLT) and the SENDCo prepare a SEND Provision Map which ensures staffing, funding and interventions are appropriate for all children across the school.

7. The process for identifying and managing children with SEND

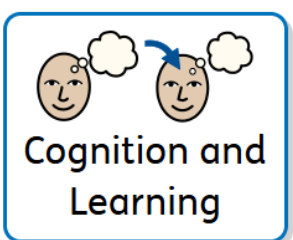
SEN Code of Practice 0-25 (last updated September 2024) identifies 4 broad categories of need.



Communication and Interaction

Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the various aspects of speech, language, or social communication at different times of their lives.

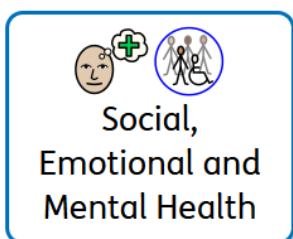
Children with ASC (autism spectrum conditions) are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination which can impact on how they relate to others.



Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate adaption. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

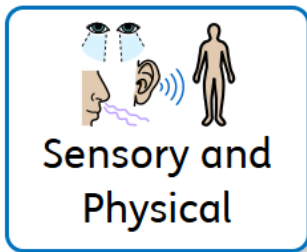
Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.



Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.



Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or support to function within their home environment. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas provide an overview of the range of needs present in our school. Once a child's needs have been identified, the SENDCo, with parents/carers and the child (if appropriate), decide upon the support to be provided and the action the school needs to take. The needs of the whole child will be taken into consideration during this process.

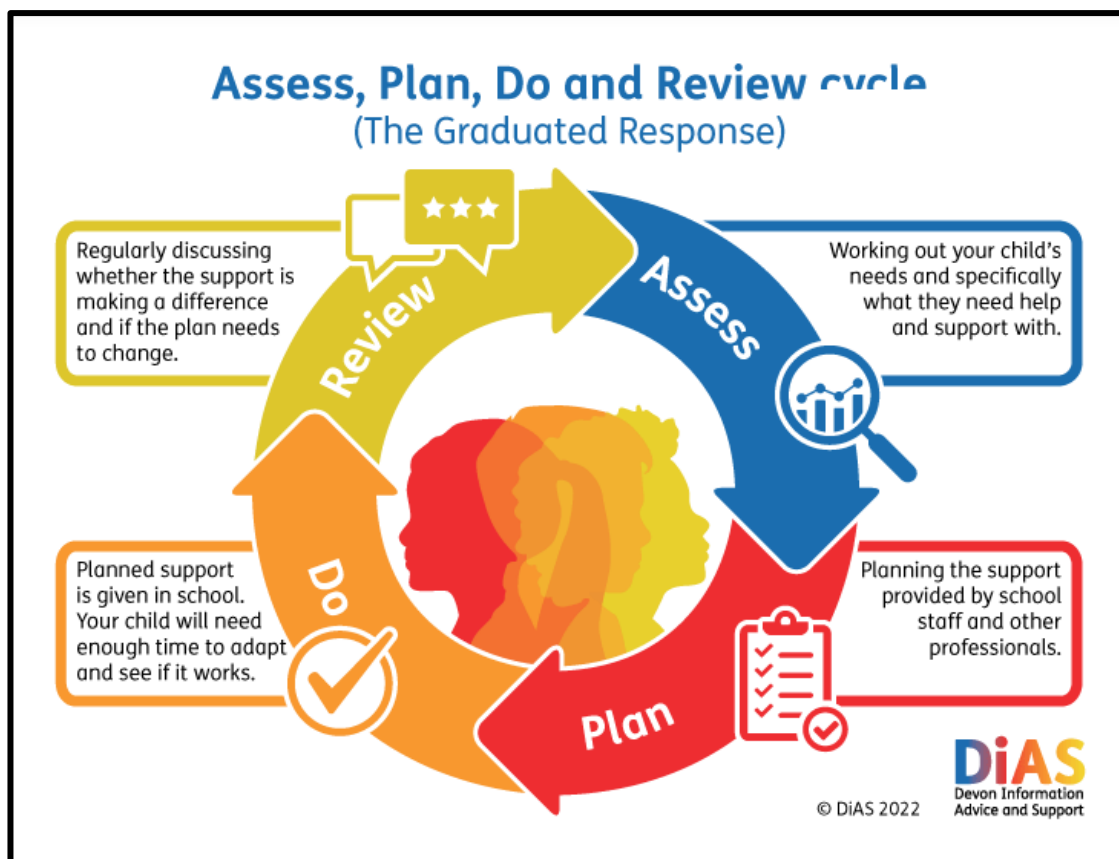
The following needs are **NOT** considered to be SEND but they may impact on a child's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Receiving a pupil premium allowance
- Being a looked after child
- Being a child of a service member

These issues are monitored by the school for every child where relevant.

A graduated approach to SEND Support

Our approach to SEND support is based on a continuous cycle known as the 'graduated response'. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined, and revised with a growing understanding of the pupils needs and of what supports the pupil in making timely progress and securing good outcomes.



To support our children, we use four 'stages' of support.

Stage M:

High-Quality Flexible Teaching/Early Monitoring

- Any pupils who are falling significantly below the range of expected academic, and non-academic, achievement in line with predicted performance indicators and grade boundaries will be monitored by the class teacher.
- Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff to gauge their level of learning and difficulties.
- The child's class teacher is responsible and accountable for the progress and development of all the pupils in their class (including where pupils access support from a teaching assistant or specialist staff). The teacher will take steps to provide adaptive learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The teaching for all pupils is regularly reviewed, including for those children at risk of underachievement. This includes giving teachers access to a range of strategies to identify and support vulnerable pupils.
- The SENDCo will be consulted for support and advice and may wish to observe the pupil in class.
- The teacher and SENDCo will consider all the information gathered about the pupil's progress, alongside national data, and expectations of progress. This will include high-quality and accurate formative assessments.
- If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.

- Parents/Carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent or teacher, using the **Amblecote SEND First Steps form**, but this does not place the child on the SEND register. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.
- Regular pupil progress meetings will be used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and the progress being made.

Stage 1:

Additional 'In-Class' Provision

- This recognises pupils who are identified as requiring additional and different help as well as requiring adaptive ways of teaching the curriculum. The school puts 'in-class' provision in place without reference to regular external advice or without additional resources being provided by the local authority.
- As soon as there is a concern, the teacher completes further assessments, e.g. Literacy Gold – Dyslexic screener, NAPA phonic screener. These assessments will identify learning gaps/difficulties and inform the child's next steps in learning.
- Class/subject teachers will collaborate with the SENDCo on the monitoring of progress and then evidence gathering and identification if that is required.
- Once the SENDCo has been notified she will make her own assessment through reviewing the evidence of identification supplied by the teacher. With this knowledge, the SENDCo and Phase Leaders can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.
- This should be seen as a transitory stage. Whilst on this level of support, we will be involved in identifying if the child does have specific SEND or is underachieving because of other factors.

Stage 2:

Targeted Support with External Involvement

- When a child, identified as having SEND, is not making expected progress after receiving additional provision under Stage 1 and 2, an assessment will be made to further identify specific areas of needs.
- After discussion with parents or carers, referrals to outside agencies will be requested so professional assessments of the child can be made to provide more individualised and targeted support, recommending extended provision, continued assessment, and revised action points. An Individual Target Plan (ITP) is collaboratively created by the SENDCo and Class Teacher. ITP's show full use of the graduated approach – Assess, Plan, Do, Review. Staff can monitor whether intervention is effective, and that progress is being achieved. Parents are informed and consulted at every stage.
- The school will make every effort to ensure that the additional advice provided is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input may involve support and intervention, for example through specialist teaching or therapy. The school will co-ordinate

these actions and will, together with the external professional, monitor, review and evaluate the effectiveness of interventions.

Stage 3:

Specialist Support (EHCP)

- Some pupils have needs so significant or complex that typical school support isn't enough. They may require highly personalised programmes and a high level of adult help. In these cases, the school may apply for an Education, Health and Care Plan (EHCP) in full partnership with parents or carers.
- This system develops an integrated assessment and review process from birth to 25 years, leading to a single plan. This plan will involve Education, Health and Care services bringing together the range of support on which children, young people and their families can rely, referred to as the Education Health and Care Plan (EHC).
- If a child has lifelong or significant difficulties, they may undergo an Education, Health and Care Plan Assessment which is usually requested by the school but can be requested by a parent. This new system is an integrated assessment. The Local Authority will be given information about the child's progress over time and documentation in relation to the child's special educational needs. An assessment will occur when the Local Authority believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.
- The application for an Education, Health and Care assessment will combine information from a variety of sources including:
 - Parents
 - Teachers
 - SENDCo
 - Health professionals
 - Care professionals
 - Outside Agencies
- Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set.

Education, Health, and Care Plan (EHCP)

Amblecote Primary School will follow the regulations set out in the SEN Code of Practice 0-25 (last updated September 2024). Following assessment, an Education, Health, and Care Plan will be provided by Dudley SEND Team if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted regarding the decision and a draft EHCP will be shared. Parents have the right to appeal against a decision either for or against an Education, Health and Care Plan for their child. Once all information within the document has been agreed by all parties, the Final Education, Health, and Care Plan will be completed.

Once the Education, Health and Care Plan is completed it will be kept as part of the pupil's formal record and reviewed annually by Amblecote Primary School SENDCo, outside agencies, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8. Access to the curriculum, information, and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

The school curriculum (in line with the new curriculum September 2014) is regularly reviewed by curriculum leaders to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting to support the taught curriculum and enable pupils to achieve the best outcomes. The school does this by:

- Keeping all staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical information, and teacher feedback.
- Providing regular training and learning opportunities for staff about SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND. (See Section 11, 'In service training')
- Making use of all class facilities and space
- Using in-class interventions and support effectively to ensure that the curriculum is adapted where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision. Parents will be made aware of any circumstances in which changes have been made.
- Setting annual outcomes that motivate pupils to do their best and celebrating achievements at all levels.

9. Inclusion of pupils with SEND

The SENDCo, working with the Senior Leadership Team, oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits

- Practicing teaching methods that suit the needs of individual pupils
- Promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our pupils

10. Evaluating the success of provision

SEND provision at Amblecote Primary School is evaluated against the stated objectives on this policy. Staff, parents/carers and children are all involved in the evaluation process.

Evaluation is ongoing which means that the SEND provision is always the subject of continuous assessment and review. The SENDCo reports regularly to the SEND Governor as well as the Amblecote Primary School Governing Body.

Example Evidence for Objective 1: Identify the needs of children with SEND as early as possible.

- Class teachers will carry out observations of children causing concern and complete an **Amblecote SEND First Steps** form if necessary. This does not place the child on the SEND register. This document is then shared with the SENDCo, and ways forward are discussed.
- Termly analysis of progress by class teachers, Phase leaders, Senior Leadership Team (SLT) and the SENDCo clearly identifies pupils' strengths and weaknesses and forms the basis of provision for the following term.
- The SENDCo produces a detailed breakdown of termly progress plus support provided for all children on the SEND Register which is shared with relevant staff. This ensures children are receiving the appropriate level of SEND support in school.
- Referrals to outside agencies as needed
- Use of standardised testing
- Use of baseline assessments
- Discussions with Amblecote's School Health Advisor
- Training of staff at SEND Insets

Example Evidence for Objective 2: Monitor the progress of all pupils.

- Discussions between SENDCos and class teachers at review meetings
- Termly detailed analysis of the progress of all identified children with SEND. This analysis is shared and discussed with staff. This analysis is cumulative and ongoing.
- The SENDCo produces a detailed breakdown of termly progress and support provided for all children on the SEND Register which is shared with relevant staff.
- All staff who run SEND interventions keep detailed assessments of children's progress.
- The SENDCo compiles progress data from all SEND interventions, storing this data on EduKey. Data is then analysed and evaluated to demonstrate the effectiveness of the school SEND provision and policy. Feedback and assessments are collated and used to inform provision.

Example Evidence for Objective 3: Work with parents/carers.

- Parents/carers of children with additional needs have access to SEND information on the school website. To make consistent continuous progress in relation to SEND provision the school encourages feedback from parents/carers throughout the year, through:
 - Invitations to review meetings
 - Drop-in sessions
 - Informal conversations, including telephone conversations
 - Drop-in meetings
 - Annual parent questionnaire which are analysed and used to inform future SEND practice
 - Parents' evenings
 - Collection of parent views
 - Sharing targets, assessments, and provision
 - Support with transition
 - Provision of annual progress reports
 - Home visits where appropriate

Example Evidence for Objective 4: Support from outside agencies.

- Referrals made by the SENDCo following consultation with parents/carers
- Use of standardised assessment to assess need and provision
- Recommendations/programmes followed and included on Learning Plans
- Reasonable adjustments made across school
- Multi-agency meetings
- Relevant training for specific staff and children arranged by the SENDCo

Example Evidence for Objective 5: Create a school environment where pupils feel safe to voice their opinions of their own needs.

- Monitoring before review meetings
- Child present and encouraged to actively participate during review meetings
- Completion of a 'Pupil Passport'

11. In-service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school offers a range of training opportunities including:

- Annual medical needs/health awareness training for all staff e.g. diabetes, epilepsy, asthma, allergies, etc.
- 2014 New Code of Practice (last updated September 2024) whole staff training
- Makaton training
- Working with children who have physical difficulties
- SENDCo training
- Autism, Social Stories, Lego Group, Comic Strip Conversations training

- Speech and Language of Training – Vocabulary development, Memory, and processing difficulties, creating a communication friendly classroom.
- Team Teach training
- Dyslexia Awareness
- Safer Handling training
- Gross Motor Group training
- Emotion Coaching training
- Regular training for TA's who deliver interventions
- Reflexions (Tier 2 support – CAMHS)
- Ascent Assessment Tracker (AAT) Training

The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train our entire staff and SEND Governor on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified using provision management.

12. Links to support services, other agencies, and voluntary organisations

The school continues to build strong working relationships and links with external support services to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The following services will be involved as and when is necessary:

- Access to Education:
 - Educational Psychology
 - Learning Support Service
- **CIPS** – Communication, Interaction, Physical and Sensory Advisory Service, including:
 - **Physical and Sensory Advisory Service**
 - Physical Disability Support
 - Deafness and Hearing Loss Support
 - Vision Impairment Support
 - **Communication and Interaction Advisory Service, including:**
 - EHCO – Education and Communication Help through Outreach
 - Speech and Language Centre
 - ASC Team – Autism and Social Communication Team
- Sycamore Outreach Team (behaviour support)
- Speech and Language Therapy Service

- Health Services
- School Nurse
- Health Visitors
- Physiotherapists
- Occupational Therapists
- Stourbridge Family Centre
- Child and Adolescent Mental Health Service (CAMHS)
- Russell's Hall Hospital
- Social Services
- Family Support Workers
- 'Arts of Change' Counselling Service

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

13. Working in partnership with parents

Amblecote Primary School has always believed that a close working relationship with parents is essential to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic outcomes are set and met effectively

The importance of parental involvement is highlighted in the principles underpinning the Special Educational Needs and Disability Code of Practice 2014 (last updated September 2024), which must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The school welcomes feedback from parents all year round and parents can make a confidential appointment to speak to any member of staff including the Headteacher, Deputy Head and SENDCos.

Parents will be kept up to date with their child's progress through annual progress reports, during parent consultation meetings, informal conversations with staff and at SEND review meetings. Parents will always be able to speak to school staff privately about confidential issues.

For parents, whose home language is not English, Amblecote Primary School will try to ensure that a translator is present at meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs this will always be discussed with the parents and the pupil (if appropriate). Inclusion on the school's SEND register and future provision will always be agreed together.

Parents will be invited to attend any meetings with external agencies regarding their child and will be encouraged to play a central part in discussions that are held regarding the provision for their child.

The school's SEND Governor, Mrs Lisa Pinches, may be contacted via the school office at any time in relation to SEND matters. Alternatively, her email address is:

ldelves@amblecote.dudley.sch.uk

14. Links with other schools

Members of the Senior Leadership Team have regular meetings to keep up to date with new legislation. The SENDCo also regularly attends SENDCo Forum and local SENDCo cluster meetings.

Transition

Upon admitting new children with known SEND, the SENDCo will contact the previous school to collect information and request paperwork to be transferred and arrange a meeting with the parents.

If a child with SEND transfers to another primary school, the SENDCo will contact the SENDCo at the receiving school to share information to aid a smooth transition. Transition materials, e.g. a transition books, as well as additional visits with current teaching support staff, can be arranged if necessary.

Upon allocation of Secondary Schools for children with SEND, the SENDCo will arrange a formal meeting to share information and hand over documents. This is an ideal meeting for parents to attend to begin to develop relationships with new staff. Additional visits can also be arranged to help more vulnerable pupils.

15. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, please see our complaints procedure on the school website or by following this link

<https://www.amblecote.dudley.sch.uk/wp-content/uploads/2021/02/Amblecote-Complaints-Procedure-20-21.pdf>