



Special Educational Needs and Disability Information Report

January 2026 – 27

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Amblecote – Where Everyone Belongs

Meet the Amblecote SEND Team

⇒ **SENDCo – Mrs G Dunckley**

⇒ **Pastoral/SEND Support – Miss A Edwards**

We're always here to listen. Whether you have a question or a concern—big or small—we encourage you to get in touch. Building strong, supportive relationships with our parents and carers is incredibly important to us, and our team is always happy to talk and offer guidance whenever you need it.

Mrs Gill Dunckley

SENDCo

**Working days – Monday, Tuesday,
Wednesday, Thursday**

Email: gdunckley@amblecote.dudley.sch.uk

Telephone: (main reception) 01384 906535



Pastoral/SEN Support – Miss A Edwards



Miss Edwards is specially trained in nurture, trauma, attachment needs, bereavement and mental health. As she is not class-based, she is able to provide timely support to any pupil across the school whenever it is needed.

Miss Alyson Edwards

Pastoral/SEN Support - HLTA

**Working days – Monday, Tuesday, Wednesday,
Thursday, Friday**

Email: aedwards@amblecote.dudley.sch.uk

Telephone: (main reception) 01384 906535

Objectives:

At Amblecote, we are committed to ensuring that every pupil with Special Educational Needs and Disabilities is supported to overcome any barriers to their learning. Inclusion is at the heart of our ethos, and we work hard to provide full access to the national curriculum for all children. We carefully identify each pupil's individual needs and respond with a range of tailored teaching approaches, enabling them to become confident, independent lifelong learners who are happy, healthy, and able to achieve their full potential.

How do we identify Special Educational Needs in pupils?

There are systems and processes in place, which allow us to quickly identify children who may require additional support. Children could be identified for the following reasons:

- they are performing below age related expectations.
- they are not making expected progress.
- concerns have been raised by parents/carers of the child.
- concerns have been raised by staff.
- liaison with external agencies.
- due to a health diagnosis.
- we are alerted to possible social, emotional, or mental health issues.

Children are monitored by their class teacher and the SENDCo using the 'Assess, Plan, Do, Review' graduated approach. A 'next steps' document will be created and shared with the SENDCo, class teacher, and parents to ensure everyone is informed and working together.

If a child continues to make limited progress, we may involve appropriate external agencies to provide more specialised support. Where an identified need is having an impact on a pupil's learning, they will be added to the SEND register through a collaborative process with parents. Once on the register, an **Individual Target Plan (ITP)** will be created, outlining specific targets and strategies. This plan is reviewed each term and discussed with both pupils and parents/carers to ensure everyone is fully informed and working together.

If the pupil is working at age expectations but requires social and/or emotional support within school, a **Pupil Passport** will be created with school and home. This passport, capturing the child's voice, will clearly show:

- the pupil's specific need/diagnosis.
- how these impact upon their learning.
- difficulties they may face in the classroom/playground.

- strategies of support to reduce barriers to learning.
- strategies for the child to help support their needs.
- additional provision in place.

If a child has complex and significant SEND, the school may apply for an Education, Health and Care Plan (EHCP). Decisions about providing additional support are made collaboratively, involving all relevant agencies as well as parents, carers, and the pupil.

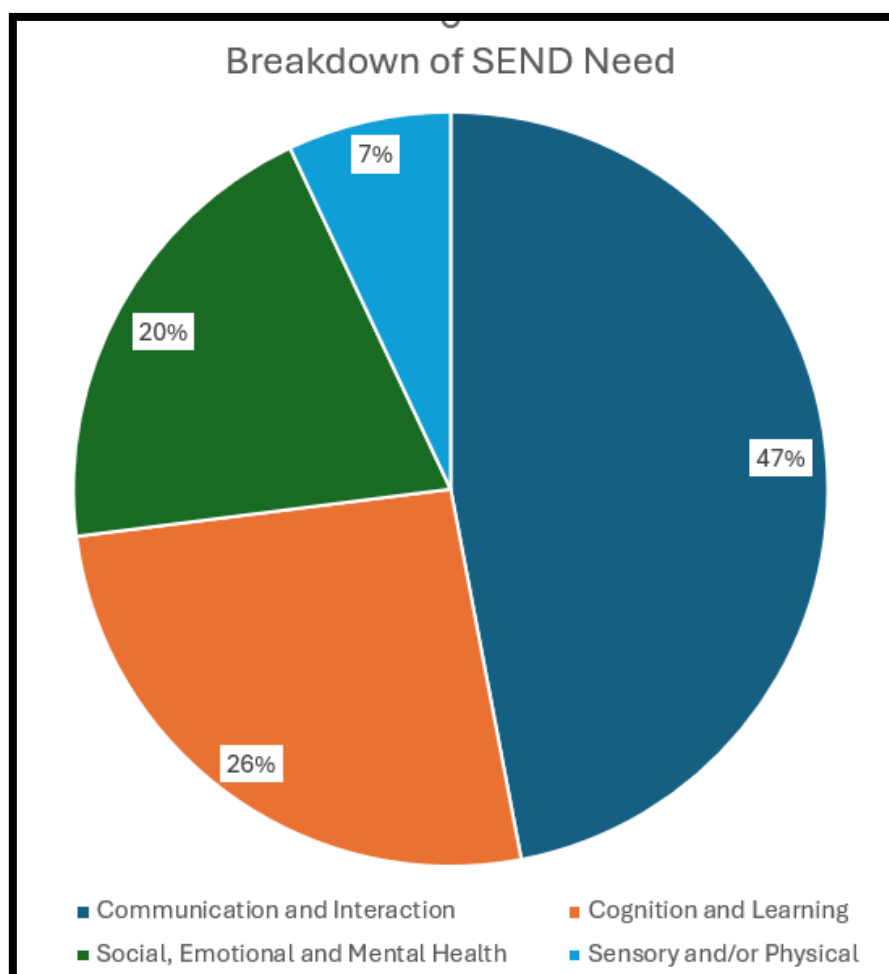
What are Special Educational Needs and Disabilities?

There are four areas of need stated in the SEND Code of Practice 2015:

- **Communication and Interaction** - Difficulty with different aspects of speech, language, or social communication.
- **Cognition and Learning** - Moderate and severe learning difficulties including specific learning difficulties such as dyslexia and dyscalculia.
- **Social, Emotional and Mental Health Difficulties** - Difficulties such as anxiety, depression, or self-harming, etc.
- **Sensory and/or Physical** - Difficulties such as visual or hearing impairment.

At Amblecote Primary, **the primary area of need is Communication and Interaction.**

Below, shows the breakdown of the four areas of need across the school.



Communication and Interaction	47% of our pupils on the SEND Register require support within this area of need. ➤ 10 pupils have a diagnosis of Autism Spectrum Condition (ASC). ➤ 5 pupils have a diagnosis of Developmental Language Disorder (DLD).
Cognition and Learning	26% of our pupils on the SEND Register require support within this area of need.
Social, Emotional and Mental Health	20% of our pupils on the SEND Register require support within this area of need.
Sensory and/or Physical	7% of our pupils on the SEND Register require support within this area of need.

Provision is made for pupils whose needs fall within one or more of these categories. While behaviour is not a standalone area of need, we recognise at Amblecote that persistent or concerning behaviour may often indicate an underlying, previously unidentified SEND within one or more of these areas.

What additional resources are specifically related to the areas of SEND?

Communication and Interaction (ASC and SLCN)	Cognition and Learning
- Effective classroom teaching with use of visual cues and support <i>(High-Quality, Flexible Teaching)</i> - Communicate-in-Print 3 software to produce visual class materials and individualised visual support  good listening  good looking  kind hands - Small group targeted interventions to develop skills in language and social interaction	- Effective classroom teaching with use of visual cues and support <i>(High-Quality, Flexible Teaching)</i> - Systematic and effective teaching of phonics in the early years and across the school as appropriate <i>(Little Wandle Phonic Programme)</i> - Interventions in speaking and listening, reading, writing and/or maths – Ascent Assessment Tracker (AAT) is used to monitor progress - Flexible small group teaching sessions for English and Maths to meet children's cognitive needs - Use of NAPA phonic assessments

▪ Access to advice and support from Dudley Speech and Language Therapy Service ▪ Access to advice, support, staff training, communication audits and pupil 1:1 therapy from ECHO Team (Outreach Team from the Speech and Language Centre) ▪ Involvement of Amblecote's Independent Speech and Language Therapist (Victoria Wooldridge) to assess and support complex communication needs. ▪ Access to advice and support from CIPS – Communication, Interaction, Physical and Sensory Service ▪ Use of specialist approaches to aid attention and listening – 'Attention Autism' ▪ Use of 'Talkabout – A Social Communication Skills package within small social groups. ▪ Use of Social Stories and Comic Strip Conversations ▪ Whole class 'Listening and Attention' Speech and Language Programme ▪ Use of 'Talk Boost' programme	▪ Individual Target Plans (ITP) showing granular next steps ▪ Clear visual supports and displays ▪ Use of precision teaching ▪ Access to specialist support from Occupational Therapists and Learning Support Service (LSS) ▪ Access to specialist support from Educational Psychologist (EP) ▪ Edukey Provision Mapping software to monitor and assess effectiveness of interventions and child's progress ▪ Literacy Gold – Reading/Writing intervention and Dyslexic Screening Tool ▪ Weekly sessions from Specialist Teacher for individuals who are showing strong indicators of a specific learning need, e.g. dyslexia ▪ Use of multi-sensory teaching techniques
Social, Mental and Emotional Health	Sensory and Physical Needs
▪ Pastoral Support (Miss Edwards) – short-term block therapy within school ▪ Access to specialist support from Educational Psychologist ▪ Access to 'Reflexions' – Mental Health Support Team ▪ Access to Sycamore Behavioural Outreach Team	▪ Access to CIPS – Sensory support from specialist teachers and TAs ▪ Access to specialist equipment and resources ▪ Use of Dudley's Sensory Toolkit ▪ Trained members of staff to support and increase independence ▪ Access to 'Get Moving' Programme ▪ Range of sensory equipment – weighted blankets, fiddle toys,

▪ Refer to CAMHS Single Point of Access (SPOA). Pupil can then be triaged to Mental Health Charities Consortium, e.g. What? Centre, The Arts of Change Trust, Phase Trust and Black Country Mental Health Charity ▪ Small group targeted interventions to develop skills in language and social interaction. ▪ Small group targeted intervention specifically with EHCP pupils to develop life skills. <i>(Preparation for Adulthood – PFA)</i> ▪ Access to Lego Therapy ▪ Access to local family support hub, Stourbridge Family Support Centre ▪ Referral to Early Help ▪ Referral to Triple P/Stepping Stones ▪ Access to School Nurse referral	theraputty, wobble cushion, resistance bands to aid movement when seated, ear defenders, etc. ▪ Fully accessible school building ▪ Access to advice and support from NHS practitioners (e.g. Occupational Therapy, Physiotherapy) ▪ Trained staff to support medical needs ▪ PEEPs and Risk Assessments in place written with support from PD – Physical Disability. ▪ Physical movement breaks using sensory circuits ▪ Quiet areas of the school to help co-regulate pupils
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SEND Provision and Stages of Support in School

Most children progress most effectively when they are taught alongside their peers within a mainstream classroom, which aligns with the principles outlined in the SEND Code of Practice. Our approach begins with delivering high-quality, flexible teaching that can be tailored to meet the individual needs of each child. For some children who require additional support, we ensure that appropriate and targeted assistance is provided to facilitate their learning and development.

Our graduated approach includes the following stages:

Stage M: Early Monitoring (Amblecote SEND First Steps Form)

If a teacher or parent/carers has any concerns regarding a child's progress, they are encouraged to contact the Special Educational Needs and Disabilities Coordinator (SENDCo) or our Pastoral Support Practitioner. The SENDCo will undertake observations of the child, provide guidance, and monitor their progress closely. Should

concerns persist, then the child may be placed on the SEND Register under the category of 'monitoring', and additional support strategies will be implemented. The class teacher will consistently communicate these measures with parents/carers to ensure all parties are kept informed.

Stage 1: Additional 'In-Class' Provision

At this stage, the school identifies pupils who need additional or different support and provides this within the classroom alongside necessary interventions, without relying on external advice or extra local authority resources.

Where concerns persist, the teacher carries out further assessments (e.g. WellComm Screening Tool, Literacy Gold Dyslexia Screener, NAPA Phonic Screener) to identify if the child does have specific SEND or is experiencing underachievement because of other factors.

If a pupil requires additional social and emotional strategies to be in place, a Pupil Passport may be created a little earlier to make sure all staff working with the child understands possible triggers as well as tried and effective ways of supporting this pupil. Pastoral support may also be offered.

Stage 2 – Targeted Support with External Involvement

If a child continues to make limited progress after a period of regular targeted interventions, referrals may be made to relevant external professionals, e.g. a Speech and Language Therapist. At this stage, children may have emotional, behavioural, sensory, physical, or communication needs that significantly affect their learning. Pupils are then added to the SEND register.

An Individual Target Plan (ITP) or Pupil Passport is collaboratively developed by the SENDCo and the class teacher. This plan is reviewed three times annually in consultation with parents/carers, staff, external professionals, and, where appropriate, the child. In instances where the child is unable to attend the review, their views will be obtained in advance and incorporated into the review process.

We use the expertise of the Dudley Services to assess and report on our children. These include Learning Support, Educational Psychology, Occupational Therapy, Physiotherapy, Child and Adolescent Mental Health Service (CAMHS) and CIPS (Communication, Interaction, Physical and Sensory) to assess some children with specific concerns or needs.

Stage 3 – Specialist Support (EHCP)

Some pupils have needs that are so significant or complex that they cannot be adequately addressed through the ordinarily support available within the school. These

pupils often require highly individualised programmes and increased adult support. When this level of provision is needed, the school may apply for an Education, Health and Care Plan (EHCP), always in full partnership with parents/carers. Alongside an EHCP, the child will also have an Individual Target Plan (ITP), reviewed in the same way as for pupils receiving Stage 2 support. A request for an Education, Health and Care Needs Assessment (EHCNA) is sent to the Local Authority for consideration. Only children with the most complex and significant needs are granted an EHCP.

Who is responsible for SEND at Amblecote?

SENDCo, Mrs Gill Dunckley (gdunckley@amblecote.dudley.sch.uk), supported by Miss Alyson Edwards – SEN/Pastoral Support (aedwards@amblecote.dudley.sch.uk) are responsible for:

- Co-ordinating the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents/carers are kept involved and informed about the support their children are receiving.
- Liaising with external professionals who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Ensuring there is sufficient expertise in school and providing or facilitating training where required.

What expertise and staff training are available to support pupils with SEND?

The school is strongly committed to working in partnership with a wide range of agencies, including health services, social care, local authority support teams and organisations within the voluntary sector.

Directly funded by the school:

- Educational Psychologist
- Learning Support Service
- Independent Senior Speech and Language Therapist
- Special Teacher to support pupils with specific learning difficulties

Paid for centrally by the Local Authority but delivered in school:

- Dudley's Speech and Language Therapy Service (provided by Health but paid for by the Local Authority)
- Inclusive Early Years' Service (IEYS)
- Dudley Disability Service
- CIPS – Communication, Interaction, Physical and Sensory Advisory Service
 - ECHO Team
 - ASC Team
 - Visual/Hearing Impairment Teams
 - Physical Disability
- CAMHS
- 'Reflexions' – part of CAMHS – Mental Health Support Team
- Social Worker
- Stourbridge Family Centre/Family Support Worker

Provided and paid for by the Health Service but delivered in school:

- School Nurse/Health Visitor
- Continence Team
- Occupational Therapy
- Physiotherapy
- Wheelchair Services

Funded by Local Authority to provide free advice for families:

- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) formerly Dudley Parent Partnership

Independent Charities:

- Black Country Women's Aid

There is a wealth of experience amongst our teaching staff and training has included ASC (Autistic Spectrum Condition), Attachment Disorder, Social Stories/Comic Strip Conversations, Use of Visual Resources, Lego Therapy as well as interventions including Precision Teaching and supporting pupils with processing and memory difficulties.

The contact details of support services for parents of SEND pupils:

- Local Authority – SEND Team – 01384 814360
- Educational Psychology Service – 01384 814359
- Learning Support Service – 01384 813736
- Dudley’s Speech and Language Therapy Service – 01384 1461800
- Communication, Interaction, Physical and Sensory Service (CIPS) -
 - Parent carers, education settings and health professionals can make a request for support to CIPS by:

Email: CIPS@dudley.gov.uk

Telephone: [01384 816974](tel:01384816974)

You will then be sent a request for support form to complete.

- Occupational Therapists – 01384 366912
- Integrated Early Years Service – 01384 813205
- Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) – 07900 161363
<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>

School offer information with regards to the Early Help Pathway and other services offering support within the home.

Family Hub Locations and Contact Details - Stourbridge

Forge Rd, Stourbridge, DY8 1XF.

01384 818780

Lye

Lye By-Pass, Stourbridge, DY9 8HT.

01384 813954

Brierley Hill

18 Parkes Street, Brierley Hill, DY5 3DY.

01384 813322

Coseley

Bayer Street, Bilston, WV14 9DS.

01384 813096

Dudley

Selbourne Road, Dudley, DY2 8LJ.

01384 812440

Dudley Parenting Service

For parenting programmes, NVR or reducing parental conflict information, go to: www.dudleyparents.co.uk or email parenting@dudley.gov.uk

Standard Triple P online – in support of managing behaviour in the home -

How parents complete Triple P online:

- Go to <http://www.dudleyparents.co.uk>.
- Register and they send a log in code (this may appear in the junk folder)
- If you have any problems email parenting@dudley.gov.uk

Fearless Triple P online - Fear-Less Triple P helps you set a good example of coping with anxiety, coach children to become more emotionally resilient, and develop your own toolbox of strategies. You can choose how to best support your child as they learn to manage their anxiety more effectively.

Family Transitions Triple P online –

Family Transitions is a group parenting programme for divorced or separated parents. It gives you new ways to help protect your child – and yourself – from the fallout from a family split.

SENDIASS

Free, confidential, and impartial support to children and young people aged 0-25 years old with SEND and their parents and carers.

Provides legally based advice, information and support on all matters relating to SEN and disabilities including health and social care issues.

Further information

<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>

Contact: dudley.sendiass@dudley.gov.uk or by contacting our office mobiles 07900 161363 or 07929 777744.

Parent Plus ‘Children’s ADHD Programme’

www.parentplus.ie

Join Parents Plus ‘Children’s ADHD Programme to meet with other parents of children aged 6-12 in a supportive group to help your child reach their full potential.

Dudley's Local Offer:

Dudley's Local Offer is a one stop resource of information and services available to children and young people (aged 0-25) with Special Educational Needs and/or Disabilities (SEND), their parents, carers, and families.

<https://www.dudley.gov.uk/residents/dudley-local-offer/>

How is progress monitored?

In line with the SEND Code of Practice (2015), our approach to supporting children identified as needing additional help follows the four-step graduated response cycle.

- **Assess** - The child is assessed thoroughly to identify key areas of need.
- **Plan** - Plan provision that is needed to scaffold the child's learning.
- **Do** - The support planned is put in place and monitored over a period of time.
- **Review** - Review progress against the child's targets.

We use this continuous Assess–Plan–Do–Review cycle to monitor progress, plan support, and check its effectiveness. The SENDCo also reviews SEND pupil progress at key points throughout the year.

Children on the SEND register will have an **Individual Target Plan (ITP) or a Pupil Passport**, which is reviewed termly. The progress of pupils with an Education, Health and Care Plan (EHCP) is formally evaluated at an Annual Review involving staff, parents/carers, the pupil, and all relevant external agencies.

At Amblecote, we are committed to supporting pupils who encounter significant challenges in cognition and learning, helping them unlock their potential and celebrate every success along the way.

While attainment for these pupils may be below the national standard, our expectations remain high for every child. We set ambitious goals for all pupils, recognising every tiny step and celebrating success no matter how big or small. We continuously track progress using the Ascent Assessment Tracker (AAT), a purpose-built tool designed to monitor the development of SEND pupils in both mainstream and special settings.

How do we involve pupils and parents?

Schools recognise that parents and carers know their children best, so working in close partnership is a vital part of supporting pupils with additional needs. Parents are involved at every stage of the process to ensure that decisions are made collaboratively and that support is consistent between home and school. This typically includes:

⇒ **Early conversations and sharing concerns**

Schools will talk with parents as soon as any concerns about progress, behaviour, or development arise. Staff share observations and listen to parental insight to build a clear picture of the child's needs.

⇒ **Regular communication**

Parents are kept informed through meetings, phone calls, emails, Class Dojo messages and—where useful—home-school communication books, ensuring ongoing dialogue about the child's progress and support.

⇒ **Involvement in the Assess–Plan–Do–Review cycle**

When additional needs are identified, parents take part in planning the next steps for their child. Targets, strategies and provision are discussed together before being reviewed regularly.

⇒ **Joint creation of support documents**

Parents work with teachers and the SENDCo to develop Individual Target Plans (ITPs), Pupil Passports or other support profiles that outline strategies, strengths and needs. Their views—and the child's—are included throughout.

⇒ **Inclusion in meetings with external agencies**

If outside professionals become involved, such as Speech and Language Therapists or Educational Psychologists, parents are invited to contribute and attend meetings or receive written reports.

⇒ **Support during transitions**

When children move between classes or to a new school, parents are consulted and involved in planning transition arrangements to ensure a smooth, well-supported change. Transition Booklets are sent home so the parents/carers can continually revisit changes.

⇒ **Collaborative decision-making**

All major decisions about SEND support—including whether to place a child on the SEND register or to request an Education, Health and Care Needs Assessment—are made together with parents and carers.

What are the accessibility arrangements at Amblecote Primary School?

We are committed to removing barriers so that every child can take part in school life, feel safe, and succeed. In practice, this means we adapt the environment, curriculum and communication to meet a wide range of needs.

1) Physical access and safety

- ⇒ Accessible site and classrooms: We use ramps and step-free routes so all areas of the building can be accessed by pupils with physical disabilities.
- ⇒ Specialist equipment and resources: We provide and source appropriate equipment (e.g. height-adjustable furniture, adapted tools) so pupils can participate alongside their peers.
- ⇒ Personal Emergency Evacuation Plans (PEEPs) and Risk Assessments: Individual plans are created with specialist input to ensure safe movement around school and during emergencies.

2) Sensory-friendly approaches

- ⇒ Sensory toolkits and equipment: We use resources such as weighted blankets, fidget tools, theraputty, wobble cushions, angled boards, resistance bands and ear defenders, tailored to individual regulation needs.
- ⇒ Movement and regulation breaks: Structured sensory circuits and short, planned movement breaks help pupils maintain attention and well-being.
- ⇒ Quiet spaces: Calm areas are available to support co-regulation and reduce sensory overload.

3) Inclusive curriculum and teaching

- ⇒ High-quality, flexible classroom practice: Teachers adapt tasks, language levels and visual supports to make learning accessible.
- ⇒ Assistive and visual communication: Use of Communicate-in-Print 3 visuals, social stories, comic strip conversations and attention-building programmes (e.g., Attention Autism) supports understanding and independence.
- ⇒ Targeted interventions: Small-group and 1:1 interventions (e.g., Talk Boost, 'Talkabout' Speech and Language programmes, Precision Teaching) are used to close gaps and scaffold progress.

5) Social, emotional and mental health (SEMH)

- ⇒ Pastoral support available school-wide: Dedicated staff (e.g., Miss Edwards) provide timely support for nurture, trauma, attachment, bereavement and mental health.

⇒ Therapeutic Pathways: Where appropriate, we involve external services (e.g., Educational Psychology, CAMHS/Reflexions, behaviour outreach, local family hubs) with parental consent.

6) Medical needs and therapies

- ⇒ Health professionals in school: We collaborate with the School Nurse, Occupational Therapy, Physiotherapy and other NHS practitioners, and put training in place so staff can support medical needs safely.
- ⇒ Wheelchair and physical disability services: We liaise with specialist services to ensure equipment, positioning and access are right for each pupil.

7) Participation beyond lessons

- ⇒ After-school and clubs: Extra-curricular activities are accessible to pupils with SEND; individual risk assessments are completed where needed so pupils can participate safely and confidently.
- ⇒ Trips and visits: We plan adjustments and staffing in advance to remove barriers and ensure inclusion. (This follows the same risk-assessment approach used for clubs and the school day.)

8) Plans, reviews and partnership with families

- ⇒ Graduated approach: We use the Assess–Plan–Do–Review cycle to plan adjustments, implement them, and check they are working.
- ⇒ Individual Target Plans (ITPs) / Pupil Passports: These set out strategies, equipment, and environmental adaptations; they are reviewed termly with pupils and parents/carers.

How do we support transition?

We recognise that transitions can be particularly challenging for children with SEND, and we put thoughtful measures in place to ensure these changes are as smooth and supportive as possible.

Ways we support pupils to navigate change:

- We place great importance on transitions between year groups, as even small changes can feel significant for some pupils. Teachers meet in advance to share key information about each child, ensuring continuity of support. A transition meeting is arranged with the new class teacher so planning can begin early.
- All children spend time with their new class teacher and support staff during the final few weeks of the summer term to help ease anxiety. Pupils with more complex

needs will have earlier opportunities to visit and engage in activities within new areas of the school, and to complete tasks in collaboration with new keyworkers.

- We produce transition books containing photographs of new staff members and classroom areas, both indoors and outdoors, to enable families to share them with their child during the holiday period.
- For Year 6 pupils, we work closely with secondary schools to arrange transition visits. Vulnerable pupils are also given additional days in their new setting to meet key adults and feel more comfortable, helping to reduce anxiety.
- SENDCo meetings are held with secondary mainstream and specialist provisions where relevant information is passed on to ensure continuity of support. If the pupil has an EHCP, secondary SENDCos are invited to the Annual Review to gain a better understanding of the pupil's strengths and needs.
- The SENDCo participates in transition meetings for new families joining the school, providing parents with the opportunity to discuss their child's needs and learn about the support and provision Amblecote offers for pupils with additional needs.
- Preparation For Adulthood (PFA) – We offer early support for some more complex children with an EHCP to develop the knowledge, skills and confidence they need to move successfully into adult life. The four main areas are employment, independent living, community inclusion and health and wellbeing. Class teachers meet to share information about each child, including what works well and any areas of need.

Supporting pupils moving to a different school

- When a child moves to another school, we recognise how important it is to ensure a smooth, well-planned transition so they feel secure, confident and fully supported in their new setting. We work closely with receiving schools to make sure every child's needs are understood from the very beginning.
- We contact the new school's SENDCo to share all essential information, including any adjustments, strategies or support that help your child to thrive.
- We ensure records are transferred promptly, so the new school has a complete, up-to-date understanding of your child's strengths, needs and progress.
This close communication helps remove barriers and ensures your child receives consistent support from day one.

How do we support Children Looked After (CLA or CiC for Children in Care) with Special Educational Needs or Disabilities?

Many Children Looked After (CLA) have additional Special Educational Needs and Disabilities, which can make them more vulnerable academically, socially and emotionally. At Amblecote Primary School, we recognise these challenges and are committed to providing strong, consistent support for every child.

All CLA have regular education meetings held termly where their Personal Education Plan (PEP) is reviewed. During these meetings, key professionals and carers come together to evaluate previous targets, set new ones and ensure the child's provision remains closely aligned with their needs. The use of the child's pupil premium funding is also discussed and agreed collaboratively to ensure it has the greatest possible impact on their development and wellbeing.

The governor for CLA pupils is Mrs Claire Roberts. (croberts@amblecote.dudley.sch.uk)

What complaints procedures are in place for parents of pupils with SEND?

If you have concerns about your child's progress, please speak to their class teacher in the first instance. If you feel that the issue has not been resolved or your child is still not making progress, you are encouraged to contact the SENDCo or the Head Teacher at info@amblecote.dudley.sch.uk.

If you still have concerns, you are very welcome to contact our Chair of Governors, Mrs Claire Roberts, at croberts@amblecote.dudley.sch.uk, who will be happy to help.

Complaints procedure available on the school website or clicking [here](#).

Other relevant information and school policies include:

The following policies can be accessed on our school website.

- Accessibility Policy
- Equality Policy
- SEND Policy
- Amblecote Complaint Procedure

Approved by:	Mrs C Roberts (Chair of Governors)
Date last reviewed:	27/01/2026
Date approved:	30/01/2026
Next review date:	January 2027