



Foxyards Primary Academy

SEND Information Report and Local Offer

(Updated September 2023)

Foxyyards Primary Academy SEND Information Report January 2023

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report. This can be found at:

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

Parents/carers can find the Local Authority 'Local Offer' from the Dudley Council website: <https://fis.dudley.gov.uk/localoffer>

Parents/carers can find the Local Authority 'Local Offer' from the Sandwell Council website: [Sandwell Local Offer | Family Information Service Hub](#)

Who should I talk to if I think my child needs extra help or support at school The class teacher:

- Regularly monitors the progress of your child. He / she identifies, plans and deliverers any additional help your child may need. This may include targeted work or additional support. The class teacher will liaise with the Special Education Needs Coordinator (SENCO) as necessary.
- May set smaller targets on an Individual provision Map (IPM) to break down learning into smaller targets.
- Will aim to personalise teaching and learning for your child, providing different or additional learning opportunities to meet your child's specific needs.
- Ensure that the school's Special Educational Needs and Disability (SEND) Policy is followed in their classroom and for all the pupils they teach with SEND.

The SENCO: Miss Sophie Chilton - Tel: 01902 553230

At Foxyyards the SENCO is supported by Mrs L Staniland.

The SENCO is responsible for:

- Coordinating all the support for children with special educational needs 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 are
 - o involved in supporting their child's learning
 - o informed about the support their child is getting
 - o involved in reviewing how they are doing
- Updating the school's SEND register (a system for ensuring the SEND needs of pupils in the school are known) and making sure that there are detailed records of each 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.
- Monitoring the impact of policies and the effectiveness of provision in the school.

- Working with the Local Authority and External Consultants to implement and monitor provision.
- liaising with all the other people who may come into school to help support learning e.g. Speech and Language Therapist, Learning Support, Educational Psychologist, Occupational Therapy Service, Autism Outreach Service, Physical Impairment and Medical inclusion Service, Hearing Impairment Team, Visual Impairment Team, Physiotherapy Service.

The Head Teacher: Mrs W Jackson - Tel: 01902 553230

- The Head Teacher is responsible for the day to day management of all aspects of the school, this includes the support for children with SEND. The Head Teacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that each child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- The Head Teacher oversees the budget for Special Educational Needs and Disabilities in consultation with the school governors.

The SEND Governor – Mr Alan Jones

- The SEND Governor is responsible for making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

How are children with SEND supported at Foxyards?

Foxyards Primary School believes in every child reaching his/her potential, through full access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their best. This encompasses the four main areas of special educational needs or disabilities (SEND).

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Additional support is provide through a graduated approach

Class teacher input, through high quality targeted classroom teaching (Quality First Teaching):

For your child this means:

- The class teacher has the highest possible expectations for your child and all pupils in their class.
- Different methods of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or specialists) are in place to support your child to learn.

- The class teacher will check on your child's progress regularly to identify any gaps in their understanding/learning and may arrange for some extra support to help them make the best possible progress.

Specific group work:

- This may be provided to support children through a lesson or to provide specific, targeted intervention such as phonics.
- Intervention may be:
 - Within in the classroom
 - Outside of the classroom.
 - Provided by a teacher or a teaching assistant (TA).

1 to 1 support:

- Some children may need individual support to fully access the curriculum or to meet their physical, social, emotional or learning needs. This level of support may be provided at specific times of the day or in specific lessons, and will be matched to a child's individual needs.

Additional Support:

- The SENCO may assess pupils in order to request access arrangements for public examinations (Year 6 SATs)
- Every effort is made to ensure that children with SEN or disability can fully access and attend extra-curricular activities.

Specialist intervention provided by outside agencies:

This means a pupil has been identified as needing some extra specialist support in school from a specialist professional from outside the school.

This may be from:

- Local Authority services, such as The Learning Support Service, the Autism Outreach Team, The Sycamore Outreach Team (Behaviour support), The Hearing Impairment Service, The Visual Impairment Service or PIMIS (Physical Impairment / Medical Inclusion Service)
- Health Services: Occupational Therapy, Physiotherapy, Speech and Language or the School Health Advisor.

You will be asked to give your permission for the school to refer your child to a specialist professional. This will help us to understand your child's particular needs better and be able to support them more effectively in school

The specialist professional will work with your child to understand their needs and make recommendations about how your child should be supported.

For what kinds of SEND does Foxyards make provision?

Communication and Interaction Difficulties:

- Staff are aware of children on the autism spectrum, their strengths, difficulties and strategies to support them. Staff are aware of differences in behaviour, interests and learning styles.
- The SENCO advises and supports staff, and aims to build good communication links with parents.
- The SENCO will seek further support, advice and training from the Dudley Autism Outreach Service as required (Diagnosis needed)
- Parents are supported to pursue a diagnosis through the GP with additional advice from an Educational Psychologist if required.
- Teaching Assistants and lunchtime supervisors provide support and continuity of care during breaks and lunchtimes.
- Access to a 'safe' space, with low sensory arousal, may be made available during times of stress.
- Staff are aware of the sensory environment of the classroom, including noise levels, with modifications made where appropriate.
- Transition into Reception is supported through liaison with the Specialist Early Years Service, the Autism Outreach Service, Educational Psychology, the previous setting and parents, as required.
- Transition to secondary school is supported through liaison with the Autism Outreach Service, Educational Psychology and the receiving school as required.
- Parent / carer / family workshops are available, following a diagnosis, from the Autism Outreach Service.
- Individual resources will be provided, as advised, such as ICT, visual timetables, visual cues, prompts, social stories and 'now and next' boards.
- Individual support will be provided as advised from specialist professionals.
- Small group support or social skills groups may be provided under direction from the Sycamore Outreach Team, Autism Outreach or the Educational Psychologist.
- An IPM will be put in place to detail targets with appropriate strategies, which will be reviewed termly with parents, staff and specialist professionals involved.
- Additional arrangements may be provided to give access to tests and exams, as appropriate, to support anxieties, attention difficulties, reading, handwriting and / or slow processing difficulties.
- Foxyards has clear procedures for continued assessment and regular monitoring of progress.

Speech and Language Service (SALT)

- The SENCO advises and supports staff, and aims to build good communication links with parents. The SENCO will seek further support, advice and training from the Speech and Language Service (SALT) as required.
- Staff have an awareness of implications of speech and language difficulties
- Staff training will be provided as required to meet the individual needs of each child.
- The environment and teaching strategies are adapted, as advised, to promote good communication skills, including speaking, listening and social communication. For example, key vocabulary may be pre-taught and information given in short simple sentences.
- Opportunities are provided for children to practise language skills

- Pupils are encouraged to indicate when they do not understand and visual strategies used to support understanding
- Foxyards has clear procedures for continued assessment and regular monitoring of progress.

Social, Emotional and Mental Health Difficulties.

- A Behaviour Policy is in place which promotes respect and values each child, reflecting the ethos of the school.
- Behaviour difficulties are identified as early as possible and appropriate teaching strategies, resources and support are put in place.
- Progress is reviewed termly or more regularly as required, in order to review the effectiveness of the environment, teaching strategies, resources and support provided.
- The SENCO advises and supports staff, and aims to build good communication links with parents. The SENCO will seek further support, advice and training from the Sycamore Outreach Team and / or Educational Psychology.
- Parents are supported to pursue a diagnosis through the GP / Children and Adolescent Mental Health Service (CAMHS) with additional support and advice from an Educational Psychologist if required.
- Teaching Assistants and lunchtime supervisors provide support and continuity of care during breaks and lunchtimes.
- Circle Time promotes positive behaviour strategies and positive social interactions.
- Time out/ Thinking Time areas may be provided as required.
- Visual Timetables may be provided as required.
- Families may be sign posted to parenting courses, groups and workshops
- Referral may be made to relevant support services for additional support, guidance, training or intervention.
- Possible services include: Educational Psychology & Counselling Service, Sycamore Centre Short Stay School, School Health Advisors / School Nurses, SENDIASS (formerly Parent Partnership Service).
- Small group work may be provided to support children to engage in activities to promote social skills and co-operative play skills.
- Self esteem issues or anger management may be supported through small group or individual support depending on the individual needs of the child.
- Individual resources will be provided, as advised, such as ICT, visual timetables, visual cues, prompts, social stories and 'now and next' boards and reward cards or activities.
- Individual support will be provided as advised from specialist professionals.
- The school provides weekly Play Therapy sessions for those children who need this.
- Small group support or social skills groups may be provided under direction from the Sycamore Outreach Team, Autism Outreach or the Educational Psychologist.
- An Individual Provision Map (IPM) or Individual Behaviour Plan (IBP) will be put in place to detail targets with appropriate strategies, which will be reviewed regularly with parents, staff and specialist professionals involved.

- Additional arrangements may be provided to give access to tests and public examinations, as appropriate, to support anxieties, attention difficulties, reading , handwriting and / or slow processing difficulties.
- Reduced Timetable: RIPE (Reduction In Pupil Entitlement) may be introduced if a child is not coping with attending school full time. The RIPE will be reviewed regularly with a view to extending it incrementally until a full timetable is resumed. The school may investigate the root of behavioural difficulties by involving outside specialist agencies such as: the Learning Support Service, the Speech & Language Therapy Service and / or the Educational Psychology Service.
- Foxyards has clear procedures for continued assessment and regular monitoring of progress.

Sensory and Physical Needs:

- Foxyards celebrates and promotes individuality, equality, diversity and inclusion.
- The SENCO advises and supports staff, and aims to build good communication links with parents. The SENCO will seek further support, advice and training from the Physical Impairment and Medical Inclusion Service (PIMIS) as required.
- The School will work in partnership with the parents and specialist professionals
- Relevant staff will access training to increase awareness of medical conditions and their implications.
- Foxyards has clear policies and procedures to support children with physical and medical conditions, including administering medication, and ensures they have been considered in all whole school policies and procedures
- Adaptations are made to the environment and, everyday assistive devices that aid access to the curriculum such as Dycem, sloping writing surfaces, pencil grips etc., are provided, as advised, to meet the needs of individual pupils.
- Health Care Plans, Risk Assessments and Personal Evacuation Plans are put in place, and reviewed, as required.
- The school is a one-storey building.
- The school has 2 disabled toilets and a shower room with disabled access.
- Foxyards have an Accessibility Plan as required by the Equality Act 2010 and in line with statutory guidance by the Department for Education.
- Foxyards ensures compliance with Health and Safety legislation by following policy and procedures as laid out in the Manor Academy Health and Safety Policy.
- Foxyards has clear procedures for continued assessment and regular monitoring of progress.

Hearing Impairment (HI)

- The school has a general awareness of good communication strategies and a good listening environment.
- If a hearing impairment is suspected a referral may be made to the School Health Advisor, Speech and Language Service (SALT) and / or the Hearing Impairment Service (HI)
- The school will work in partnership with the parents and specialist professionals
- Information on deafness and hearing difficulties provided by HI is available to all staff as well as governors and parents.

- Relevant staff will access HI training to increase awareness of deafness and its implications.
- Staff, under guidance from HI will adapt teaching methods and resources.
- Foxyards has clear procedures for continued assessment and regular monitoring of progress.

Visual Impairment (VI)

- The school has a general awareness of visual impairment and its implications
- If a visual impairment is suspected a referral may be made to the School Health Advisor, or the Visual Impairment Service (VI)
- The School will work in partnership with the parents and specialist professionals
- Information on visual impairment provided by VI is available to all staff including governors and parents.
- Relevant staff will access VI training to increase awareness of visual impairment and its implications.
- Staff, under guidance from VI will adapt teaching methods and resources.
- The environment may be adapted, as advised, to meet the needs of individual pupils e.g. lighting, yellow paint markings on steps, blinds in classrooms, non-slip flooring in toilet areas, well organised classrooms with clear route ways seating arrangements in relation to the teacher/teaching focus and light source.
- Resources and teaching strategies may be modified to allow access to the curriculum. For example, accessible displays, teachers verbalising work that is written on the board, handouts clearly presented in an optimum print size, teachers talking to children about their optimum/preferred learning styles.
- Where a child wears glasses, contact lenses or a low vision aid, the school will foster a positive approach and encourage usage as advised by the VI specialists
- Small group or 1 to 1 support may be provided to:
 - Provide extra time to complete tasks
 - Prepare child for a class activity/learning experience
 - Reinforce aspects of the curriculum
 - Provide additional hands-on experience of materials or presentations
 - Learn particular skills to improve curriculum access e.g. touch typing or use of magnifiers and other low tech specialist equipment
 - Learn mobility and independence skills.
- Appropriate equipment will be advised by the VI Service. Low Vision Aids are usually prescribed by a hospital low vision aid clinic, where appropriate.
- Low vision aid (e.g. magnifiers) training will be provided by the VI Service at school.
- Foxyards has clear procedures for continued assessment and regular monitoring of progress.

Cognition and Learning Difficulties:

- Foxyards aims to ensure that high quality teaching is consistently in place to support all learners
- Foxyards recognises that all teachers are teachers of children with Special Educational Needs.
- The curriculum is differentiated to provide access for all pupils.

- Pupil progress is tracked and interpreted regularly, in order to provide the appropriate level of support and intervention.
- Teaching strategies are adapted in order to make the curriculum accessible to pupils with learning difficulties.
- Foxyards provides a nurturing environment with opportunities for learning through play in the early years and primary phase.
- Practical activities, including the opportunity to use concrete and visual materials and objects, help establish and embed new concepts and skills
- Time for over learning and revision is built in as required.
- Multi-sensory strategies are used.
- Simple, everyday assistive devices which aid access across the curriculum are provided as required. E.g. word banks, picture dictionaries, range of motivating accessible texts, sloping writing surfaces, adaptive pens / pencil grips, a range of scissors
- Foxyards aims to develop good school/home communication systems
- Parents are signposted to relevant services e.g. SENDIAS, websites or support / training groups
- Additional assessments including phonics screening and auditory and visual skills assessments, may be carried out by the SENCO to identify learning needs and gaps.
- The SENCO advises and supports staff, and aims to build good communication links with parents. The SENCO will seek further support, advice and training from the Learning Support Service (LSS) as required.
- Referral may be made to the Educational and Child Psychology Service (ECPS) for further specialist assessment.
- **The Graduated Approach (The assess, plan, do, review cycle)** as required by the SEN Code of Practice 2014 is implemented according to the severity of a pupil's needs, and in collaboration with pupils and parents.
- All relevant staff are made aware of individual needs
- **A provision map** details the provision put in place at group or individual level
- Support may be provided to help provide small-group teaching and/or 1:1 support.
- The curriculum is adapted or supplemented to cater for the needs of each child.
- Support is regularly adapted depending on effectiveness in achieving expected outcomes, as part of the Assess-Plan-Do- Review process.
- Foxyards has clear procedures for continued assessment and regular monitoring of progress.

Medical / Emotional Needs (physical / emotional / mental health)

- If a child has a medical / emotional need a referral may be made to Cherry Tree Learning Centre (CTLC)
- Triggers for referral to Cherry Tree Learning Centre (CTLC) – usually after an absence of 3 weeks:
 - Non attendance for emotional/mental health reasons supported in writing by a medical professional e.g. self-harm, depression, anxiety
 - Non attendance due to physical illness e.g. ongoing treatments, postoperative support

- For more detail refer to CTLC Service Level Agreement on the Short Stay School/CTLC website.
- A reduced or flexible timetable may be put in place which allows the pupil access to as much of the curriculum as possible
- Additional support will be provided where necessary/possible to ensure safe access to lessons
- All necessary staff are made aware of pupil's medical / emotional needs
- Regular liaison will be maintained with Cherry Tree Learning Centre and parents/carers
- Liaison with appropriate medical professionals may be organised, with parent/carer permission
- Foxyards has clear procedures for continued assessment and regular monitoring of progress and needs.

How are children with SEND identified and assessed?

The identification of SEN is built into the overall approach to monitoring progress and development of all pupils. This helps to ensure that special educational needs are identified as early as possible.

Class teachers, supported by the Senior Leadership Team, make regular assessment of progress for all pupils. These identify progress which:

- Is significantly slower than that of their peers from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Progress can be in areas other than attainment such as social and emotional needs.

Identification:

The importance of early identification, assessment and provision for any child who may have SEN cannot be over emphasised.

Information may be received on admission from parents, pre-school units, the Educational Psychologist or previous school.

Children enter Reception Class in the September term of the School Year in which they reach 5 years of age. A Baseline Assessment is made during the first half-term.

The children are observed and assessed by their class teachers at every level of their school life. This information is recorded each term on the school's information system. Progress is reviewed regularly by the SENCO, teaching staff and the school leadership team. An SEND provision map is used to monitor the impact of provision so intervention can be continually adapted to meet the needs of the pupil.

Concerns regarding progress are made known to the SENCO and/or the Head Teacher when appropriate.

In addition the school carries out regular Reading / Reading Comprehension and Mathematics tests as well as a Phonics Screening Test in Year 1. Year 2 and Year 6 have KS1 and KS2 SAT's.

Further Assessment:

Teachers referring a pupil to the SENCO may provide samples of work and observations on behaviour and learning difficulties. The SENCO may assess a child using:-

- Miscue Analysis based upon the child's scheme reading book.
- The Single Word Spelling Test (SWST)
- Reading and spelling of the National Literacy Strategy High and Medium Frequency words
- Read, Write Inc Phonic Progression Test
- Observation of handwriting skills and free writing
- Various qualitative tasks to assess processing speed, visual memory, auditory memory as well as visual and auditory discrimination.

What is an Education and Health Care Plan (EHCP)?

- The school can request that the Local Authority carry out an assessment of your child's needs.
- After the request has been made to the 'Panel of Professionals' (which includes a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an EHCP.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will issue an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support. A plan is put in place to ensure your child makes as much progress as possible.
- The EHCP will detail the recommended level of support, resources and intervention your child may need. It will also have long- and short-term goals for your child and may bring with it some extra funding to help provide an increased level of support.
- The funding provided by the school, as well as any additional funding linked to the EHCP, may be used to support your child with whole class learning, to provide individual programs or run small groups including your child. It may also be used to fund ongoing advice, support and assessment from specialist professionals.

How do Foxyards monitor my child's progress and ensure the support meets their needs?

Triggers for SEN and initial intervention:

The teacher's or other's concerns underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the school's usual behavioural management techniques
- has sensory or physical problems and continues to make little progress despite the provision of specialist equipment
- has communication and / or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Referral for additional assessment by SENCO:

- The SENCO gathers information from the teaching staff involved. Class teachers provide the SENCO with detailed information via a 'Cause for Concern' form. They also complete checklists e.g. ADHD, ASD, Dyslexia, Dyspraxia where appropriate
- An assessment of the pupil is undertaken to assess the nature of the need and the severity. The class teacher / SENCO meet with parents who may provide further information.

Plan:

- The class teacher and SENCO write an Individual Provision Map (IPM) or IBP (Individual Behaviour Plan).
- IPMs and IBPs are shared with parents at least termly, and with other outside professionals as appropriate.
- Pupils will be encouraged to be involved with this process as much as possible depending upon their age and understanding.

Do:

- Pupils continue to receive a differentiated curriculum and, in addition, small group TA support.
- Teaching and tasks are adapted to take account of pupils learning style, strengths, weaknesses and learning gaps.
- Additional or different activities or resources may be provided.

Review:

- Progress is monitored termly by the class teacher, supporting TA / HLTA and / or SENCO. The child's progress, is assessed against the targets set. After discussions with the SENCO parents, pupil and the support staff, the following actions may be taken:
 - your child may no longer need SEN support.

- Your child may continue at to receive SEN support with a new IPM / IBP adapted to meet their specific needs and targets
- A specialist professional from an outside agency may be consulted if a child continues to make less than expected progress within their area of need.

Information is shared with parents / carers at Parents' Evenings or at a review meeting arranged at a convenient date and time for all persons involved.

The Asses, Plan, Do, Review cycle continues, ensuring that the intervention, support and resources provided are adapted to the specific needs of the child.

Assessment by a specialist professional from an outside agency may be sought if the child:

- continues to make little or no progress in specific areas over a long period
- continues working at age related expectations substantially below that expected of children of a similar age
- continues to have difficulty in developing literary or mathematical skills which result in poor attainment in some curriculum areas
- has emotional or behavioural difficulties which substantially and regularly interfere with a child's own learning or that of the class group despite having an individualised behavioural management programme
- has sensory or physical problems and requires specialist equipment or regular advice or visits by a specialist service
- has ongoing communication and / or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning. Parents are informed and permission sought for an external agency to become involved. The SENCO will seek help from the appropriate external specialists. Parents and carers are invited to meet the external specialist to discuss the assessment and proposed provision.

How is social and emotional development supported?

At Foxyards we recognise that some children have extra emotional and social needs that need to be developed and nurtured.

- All classes follow a structured PSHE (Personal, Social, and Health Education) curriculum to support this development.
- Teaching Assistants provide some support and continuity of care during breaks and lunchtimes.
- Circle Time promotes positive behaviour strategies and positive social interactions.
- Foxyards conforms to Dudley's Anti-bullying policy
- Small social skills groups may be organised, as advised by specialist professionals, to help to meet specific needs.
- Foxyards may provide weekly Play Therapy

- If extra support is needed, the SENCO will seek parental permission to access further support through the Common Assessment and Early Intervention Process.

How is transition supported?

At Foxyards we recognise that transitions can be difficult for a child with SEND and take steps to ensure that transitions are as smooth as possible.

- Transitions from class to class and between different schools are carefully planned and managed.
- The receiving class teacher and / or SENCO may be invited to 1 or more reviews before the move takes place.
- The SENCO and / or relevant staff may be invited to attend reviews for children who will be transferring to Foxyards.
- All relevant documentation about your child is passed to the relevant teacher or school.
- Regular liaison between schools is encouraged to ease transition as much as possible.
- Planned visits are built into the curriculum as part of the general transition process but additional planned visits may be arranged for children who would benefit from increased familiarity with their new school or classroom setting.
- Staff from the receiving school may, in some cases, visit the child in this school before transition.
- Additional preparations for transition may also be implemented, as advised by specialist professional. For example: a photo book / social story.

How accessible is the school environment?

At Foxyards we welcome all children and do our best to ensure that appropriate provision can be made for them.

- The school is on one floor and is fully accessible for wheel chairs.
- Playgrounds and the school field are fully accessible for wheelchairs.
- The school has 2 disabled toilets and a shower with disabled access.
- Foxyards have an Accessibility Plan as required by the Equality Act 2010 and in line with statutory guidance by the Department for Education.

How will my child contribute their views?

- Pupils are encouraged to participate in the SEN process as much as their age and understanding allows.
- Children who have Individual Education Plans (IPMs) or Individual Behaviour Plans (IBPs) have the opportunity to discuss their targets with their class teacher and / or SENCO. Pupil Voice informs the targets set.
- For children with a Statement of Special Educational Needs or an Education, Health Care Plan, their views are sought as part of the annual review process, if appropriate.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the Special Educational Needs Co-ordinator (SENCO)
- If more information is needed to answer your concern contact the Head Teacher.
- If no solution can be found parents are advised to contact the Board of Governors
- Dudley SENDIASS is an organisation that provides independent advice and support regarding Special Educational Needs to families and young people.

SENDIASS: Dudley Special Educational Needs and Disability Information, Advice and Support Service (Formally Dudley Parent Partnership Service)

Saltwells Education Centre

Bowling Green Road

Netherton

Dudley

DY2 9LY

Tel: 01384 817373

Email: dudley.sendiass@dudley.gov.uk

Service Manager: Victoria Townsend

This service provides a range of information from education law to related law on disability, health and social care to help parents, children and young people in making informed choices which enable them to play an active role in relation to educational decisions. The service offers casework support, support in meetings, and training and development seminars throughout the year. The service works with nursery, primary and secondary schools, academies and post 16 settings to promote positive engagement with parents, children and young people. An EHPC is not needed in order to access this service.