



# Cotwall End Primary School SEND Information Report

2024-2025

## What is the SEND Information Report?

Under the 2014 Children and Families Act schools are required to publish a SEND Information Report. The information required for inclusion is detailed in **The Special Educational Needs and 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>

## Purpose of the SEND Information Report

Our SEND Information Report is designed to provide current and prospective parents, the Local Authority and Government agencies information on the provision and support that Cotwall End Primary School can offer pupils with SEND. This in effect is our '**School Offer**'. Provision may change and develop over time.

## Cotwall End SEND Information Report

### Regulation 1: The kinds of Special Educational Needs and Disability that are provided for.

*What kinds of special educational provision is accessible for pupils at Cotwall End Primary School?*

Cotwall End Primary School is a fully inclusive primary school for children from the age of 4 to 11. We welcome children with and without Special Educational Needs and Disabilities (SEND) equally.

The Special Educational Needs and Disability Code of Practice (2015) states that a child or young person has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person is defined as having a special educational need if they have a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than majority of pupils of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

Our school currently provides additional and/ or different provision for pupils experiencing difficulties in the four broad areas of need. The four areas of need identified by the Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/ or Physical Needs

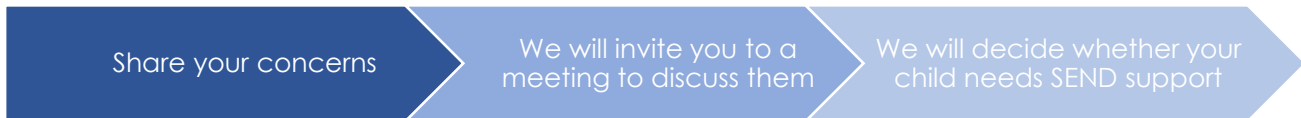
There are no specialist units within school.

The school aims to meet the needs of all pupils with SEND in consultation with parents, the local authority, as well as specialist agencies from health, education and social care.

## **Regulation 2: Policies for identifying and assessing the needs of SEND, including the name and contact details of the SENCO.**

*What should I do if I think my child has SEN?*

At different times in their school career, a pupil or young person may be identified as having a special educational need.



If you are concerned about your child's attainment or progress, please contact their class teacher in the first instance.

A meeting will be arranged with the SENCO to discuss your concerns and to gain a better understanding of what your child's strengths and difficulties are. Together, we will agree a provision pathway and plan next steps.

Some pupils require educational provision that is additional or different from that generally available to other pupils. If your child requires SEN support, you will be formally notified that they have been added to the school's SEND register.

*How will the school know my child needs SEN support?*

At Cotwall End, all teachers are expected to deliver high quality teaching that is adapted and personalised to meet the individual needs of pupils and aid academic progression.

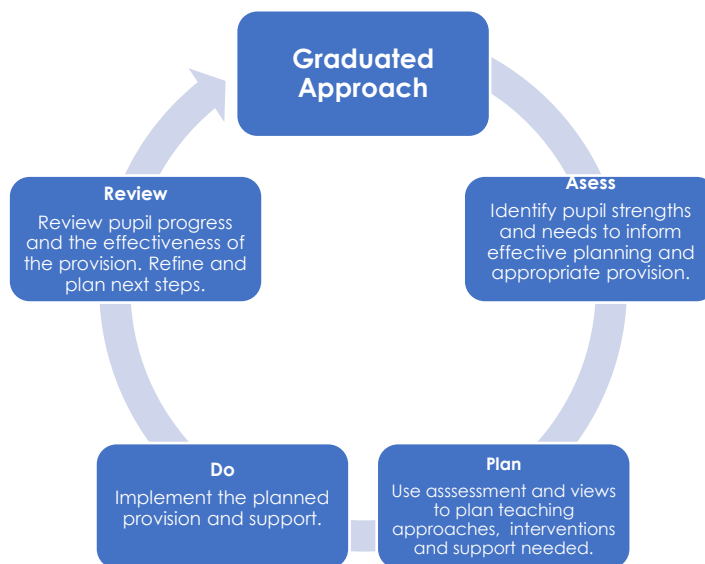
Pupil progress and attainment is regularly assessed and monitored by their class teacher and the Senior Leadership Team, so that we can provide early intervention for any concerns that might arise. Pupil Progress Meetings are held every term, from which we track and identify those whose learning, social and emotional progress:

- Is significantly slow than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Is influenced by significant barriers and/ or difficulties.

Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. If the pupil continues to struggle to make expected progress, in consultation with the class teacher, SENCO and parents/ carers, they will be identified as having SEN.

The SENCO will gather a holistic picture of a pupil's strengths and needs through observations, assessments, consultations with school staff, parents/ carers and with the pupil.

The aim of formally identifying a pupil with SEND is ensure that as a school, effective provision is in place to remove barriers and facilitate progress from individual starting points. We will follow the 'graduated approach to meeting SEN. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



If class teachers or school staff identify pupils to have SEND, interventions and/ support programmes are planned and monitored as part of the provision mapping process.

Referrals to external agencies with the consent of parents and/ carers, support the assessment of and diagnoses of the needs of individual pupils.

with support or specialist staff involved to plan and assess the impact of interventions.

*Who is the SENCO and how can s/he be contacted?*

Our Special Educational Needs Co-ordinator (SENDCO) is **Mrs Sarah Mason**.

**Contact details:**

Telephone: 01384 818730

Email: [info@cotwall.dudley.sch.uk](mailto:info@cotwall.dudley.sch.uk)

**Regulation 3a: Arrangements for consulting with parents of children with SEND and involving them in their child's/ children's education including assessing and reviewing their progress towards outcomes.**

*How will I know how my child is getting on in school?*

All pupils including those with SEND are assessed on a regular basis. Teachers formally assess and review progress at least three times per year which is shared with parents/ carers during Parental Consultation Meetings, Provision Mapping and SEND Review Meetings.

The SEND review process evaluates the impact and effectiveness of special educational provision in meeting a pupils needs. In consultation with the pupil and their parent/ carer, the class teacher and SENCO review and revise targets and provision based on their progress and development.

Parents of pupils with an EHCP are formally invited to contribute to their statutory annual reviews.

### **Regulation 3b: Arrangements for consulting young people with SEND and involving them in their education.**

*How will Cotwall End listen to and involve my child with SEND, in planning their education?*

At Cotwall End, pupils are encouraged to talk about their education, the provision they receive and are invited to contribute to the planning and review of their provision maps.

For those pupils with EHCP's, they are consulted as part of the annual review process.

The views of SEND pupils are also captured as part of subject monitoring and external agency assessments.

We may seek a pupil's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Complete a questionnaire
- Prepare a written statement, video or drawing, etc
- Discuss their views with a trusted adult who can represent them during the meeting.

### **Regulation 4: The school's arrangements for supporting pupils in moving between phases of education and preparing for adulthood.**

*How will the school prepare and support pupils with SEND when joining Cotwall End Primary School or transferring to a new school?*

Transition is part of school life for all pupils. It can be transition to a new class in school, having a new teacher or moving to another school, training or employment or even preparing for adulthood. Our school is committed to working in partnership with individual pupils, families, other settings and external agencies to ensure that periods of transition are as positive and as smooth as possible. Planning for transition is part of our provision for all learners with SEND.

#### **Transferring from another setting/ school:**

- The SENDCO will liaise with the SENDCO at the previous school to ensure that contextual information is shared, and that support plans and reasonable adjustments are in place for the pupil.
- The SENDCO will liaise with any external agencies involved with the pupil to ensure that their needs are met and that the transition process is positive.
- The pupils will be invited to visit Cotwall End for an induction visit.
- Staff training will be arranged as required.

#### **When moving classes in school:**

- The previous teacher will share contextual information with the new class teacher during transition meetings in July.
- The SENDCO will share individual provision maps, overviews and Pupil Profiles with the new class teacher.
- The SENDCO will liaise with the pupil, class teacher, external agencies and parents and/ carers to implement a transition plan for those pupils who require one.
- Social stories or transition booklets to support transitions will be provided before the summer term induction visits.

#### **If a child is moving to another school:**

- Our SENDCO will contact the SENDCO at the new school to ensure that they are aware of any contextual information, support plans or special arrangements that need to be made.

- The SENDCO of the new school will be invited to attend any planned reviews.
- Records about the new pupil will be transferred securely to the SENCO at the new school.

**Year 6 secondary school transition:**

- For pupils with an Educational Health and Care Plan, a transition review for secondary school will take place as part of the annual review in Year 5 or early in Year 6.
- The Year 6 and SENCO will liaise with the SENDCO of secondary school and detailed professional discussions will take place as part of the secondary liaison.
- Enhanced transitions will be planned as required.
- A transition meeting might be hosted in which parents and/ carers and secondary representatives are invited to attend.
- Additional opportunities to visit the secondary school might be planned as part of the transition process.
- Records will be transferred securely to the secondary SENCO.

**Regulation 5: The school’s approach to teaching pupils with special educational needs.**

*How do staff help pupils with SEND?*

At Cotwall End, we value high quality teaching for all pupils and actively monitor teaching and learning across the school. Where assessment and monitoring suggest reasonable adjustments and/ or additional support is required, the ‘**waves of intervention**’ are implemented as part of the graduated approach. There are 3 waves of intervention:

**Wave 1 Universal Provision- Quality First Teaching**

At Cotwall End Primary School, all teachers are expected to deliver high quality teaching that is adapted, scaffolded and personalised to meet the individual needs of the children. Universal Provision is based on inclusive approaches to teaching and learning which benefit all pupils but are essential to pupils with SEND. Assessment of learning will provide continuous evidence of pupil’s progress and focussed feedback sessions are used to address misconceptions and prevent gaps in learning from occurring.

Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/ or Physical
<ul style="list-style-type: none"> <li>• Total Communication Approach</li> <li>• Visual Timetable</li> <li>• Use of visual aids, symbols and pictures</li> <li>• Modelled communication</li> <li>• Communication Partners</li> <li>• Collaborative Group Work</li> <li>• Simplifying language &amp; chunking instructions</li> <li>• Sentence Stems</li> <li>• Word mats</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptive teaching (planning, delivery, resources &amp; outcome)</li> <li>• Multi-sensory learning approach</li> <li>• Additional processing time</li> <li>• Curriculum enrichment</li> <li>• Learning scaffolds &amp; modelling</li> <li>• Manipulatives &amp; practical resources</li> <li>• TA support</li> <li>• Dyslexia Friendly Practices</li> <li>• Access to visual aids e.g. task management checklist</li> </ul>	<ul style="list-style-type: none"> <li>• PSHREE Programme</li> <li>• Attendance rewards</li> <li>• Anti-Bullying Ambassadors</li> <li>• Play Leaders</li> <li>• Lunchtime Buddies</li> <li>• Pupil Leadership Roles</li> <li>• School Values</li> <li>• Rewards and awards</li> <li>• Assemblies</li> <li>• Environmental adaptations e.g. seating positions</li> </ul>	<ul style="list-style-type: none"> <li>• Staff aware of any sensory &amp;/ or physical difficulties</li> <li>• Modified resources e.g. simplified text/ language, large print</li> <li>• Aids &amp; specialist equipment e.g. writing slopes, pencil grips</li> <li>• Learning &amp; Movement breaks</li> <li>• Brain breaks</li> <li>• Fidget toys</li> </ul>

## Wave 2 Targeted Provision

Some pupils, despite having access to Quality First Teaching, may be identified as needing targeted interventional support. These interventions may be classed as specific, additional or time-limited and will be targeted to close gaps and accelerate key points of learning. Targeted interventions may be offered in small groups, pairs on a 1:1 basis.

External agency support and advice may be sought. Recommendations/ outcomes of the advice may result in a school-led targeted intervention within wave 2 provision.

Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/ or Physical
<ul style="list-style-type: none"> <li>• Listening &amp; attention games</li> <li>• Memory games</li> <li>• Pre-teaching vocab</li> <li>• Classroom Based Strategies</li> <li>• Get Talking</li> <li>• Talk About</li> <li>• Mr Good Guess</li> <li>• WellComm Early Years</li> <li>• WellComm Primary</li> </ul>	<ul style="list-style-type: none"> <li>• Basic skills pre-teaching</li> <li>• Multi-Sensory sound, reading &amp; spelling games</li> <li>• Numicon</li> <li>• Fresh Start</li> <li>• Group Enable</li> <li>• Precision Teaching</li> <li>• Structured Peer Tutoring/ Six Pockets</li> <li>• Toe by Toe</li> <li>• Turnabout</li> <li>• Access Arrangements for tests &amp; general classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>• Bereavement Support</li> <li>• Circle Time</li> <li>• ELSA</li> <li>• Lego Therapy</li> <li>• Pastoral Sessions</li> <li>• Nurture 100 Minute Model</li> <li>• Rainbow Room Early Years Provision</li> <li>• Social Skills/ Circle of Friends</li> <li>• Reflexions</li> <li>• School Nurse support</li> <li>• Sycamore behaviour support</li> </ul>	<ul style="list-style-type: none"> <li>• Cool Kids</li> <li>• Get Moving</li> <li>• Speed Up Handwriting Programme</li> <li>• Write Dance</li> <li>• Touch Typing</li> <li>• Alternative methods of recording</li> <li>• Sensory Circuits</li> <li>• Sensory Tool Kit</li> </ul>

## Wave 3 Specialist SEND Provision

For pupils with multiple or complex needs requiring a high level of individual support, specialist provision will be accessed if targeted provisions have had insufficient impact. Provision will be highly tailored to the needs of the individual pupil.

Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/ or Physical
Wave 2 tailored targeted interventions to be accessed as required. Specialist support to include:			
<ul style="list-style-type: none"> <li>• Autism Outreach Support</li> <li>• Speech &amp; Language Therapy assessment &amp; programme</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologist Assessment, strategies &amp; recommendations</li> <li>• Learning Support Service Assessment</li> <li>• Intense Literacy Support</li> <li>• TEACCH approach</li> </ul>	<ul style="list-style-type: none"> <li>• CAMHS referral &amp; Assessment</li> <li>• One Page Profile</li> <li>• Personalised reward system</li> <li>• Individual Behaviour Plan</li> </ul>	<ul style="list-style-type: none"> <li>• OT assessment &amp; programme</li> <li>• Physio assessment &amp; programme</li> <li>• Hearing assessment &amp; specialist support</li> <li>• Visual assessment &amp; specialist support</li> <li>• PIMIS specialist support</li> </ul>

**Regulation 6: How the school adapts the curriculum and learning environment for pupils with special educational needs.**

*How will the curriculum be matched to my child's needs?*

All pupils at Cotwall End have access to an appropriate age-related curriculum and teachers have high expectations for individuals with SEND.

Class teachers are responsible and accountable for the progress and development for all of the pupils in their class, including those with SEND.

High quality teaching (universal provision) is the first stage in responding to a pupil's needs. As a school, we will ensure that pupils have access to a broad and balanced curriculum during their primary education.

Our teachers use various strategies to adapt access to the curriculum, acting on advice from external agencies, when necessary. These might include:

- Adapting and differentiating our curriculum to make sure all pupils are able to access it, e.g. by grouping, 1:1 work, adapting the teaching style or lesson content
- Adapting and differentiating teaching, e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scribe, etc.
- Adapting resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Teaching assistants supporting pupils in a small group or on a 1:1 basis.

Some pupils require a more personalised curriculum to match their individual needs, interests and abilities. This may be a different programme of study therefore

*How accessible is the school environment?*

At Cotwall End we endeavour to make our safe, and accessible building, welcoming to the wider school community. Our school is fully compliant with the Disability Discrimination Act and Health and Safety and Safeguarding procedures are in place and adhered to by all staff.

The school:

- Ensures that PEEPs and Individual Risk Assessments for the learning environment, activities and offsite visits are in place for pupils who require them.
- Has a range of different assistance facilities including handrails for steps.
- Ensures that Intimate Care Plans are in place and safeguarding procedures are maintained to ensure that the dignity and privacy of pupils are observed during toileting and changing
- Provides personalised and specialist equipment such as writing tools to larger sized balls to support a pupil's ability to access the curriculum
- Has developed good working relationships with external agencies
- Ensures that all extra-curricular activities, workshops, performances, school visits and residential experiences are accessible for all pupils.

The Accessibility Plan for Cotwall End Primary School is available on the school website.

**Regulation 7: Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

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

The SENCO has completed the Postgraduate National Award for Special Educational Needs Co-ordination and is part of the School Leadership Team.

The schools Continual Professional Development programme addresses emerging needs and is reviewed regularly. An Induction Programme is in place for new staff members, which includes training and information on pupils with SEND.

Class teachers and support staff receive up to date training specifically relating to their role and SEND needs. Additional training is organised by the SENCO as required.

Staff:

- Attend courses delivered by external agencies
- Access external agency training commissioned by the school
- Access in-house training that is focused on CPD and pupil needs.
- Have information shared by SENDCo following attendance at LA SEND Forums.

**Regulation 8: Evaluating the effectiveness of the provision made for pupils with SEND. of the provision made for pupils with SEND.**

*How will parents know that their child/ children are making progress?*

*How is provision evaluated?*

We will evaluate the effectiveness of SEND provision by:

- Analysing teacher assessments and other relevant data at key times during the school year.
- Reviewing the progress towards their individual targets each term
- Reviewing the impact of targeted interventions
- Using provision maps to measure impact and progress.
- Involving external agencies in the assessment, provision planning, and review process as required.
- Using pupil questionnaires and completing pupil interviews to gather their voice.
- Monitoring cycles completed by the SENCO, senior leaders and subject co-ordinators.
- Inviting pupils, parents and/ or carers, school representatives and external agencies to attend annual reviews for pupils with EHCPs.
- Reporting to the Governing Body each term for review and evaluation of the provision for SEND pupils.

**Regulation 9: How the school enables pupils with special educational needs to engage in the school (including physical activities) together with children who do not have special educational needs.**

*What social before and after school and other activities are available for pupils with SEND?*

*How can my child and I find out about these activities?*

*How will my child be included in activities outside the classroom, including school trips?*

A range of academic, sporting and other extra-curricular activities are available at Cotwall End. These activities are available to all pupils, including those with SEND.

All pupils are encouraged to participate in extra activities at break time, lunchtime and after school.

Visits and residential trips are available to all pupils. In some cases, if necessary, additional support and/ or reasonable adjustments will be made to enable participation for all.

Risk Assessments and Health Care Plans are considered before visits and residentials are booked.



**Regulation 10: Support that is available for improving emotional, mental and social development of pupils with special educational needs.**

*What support will there be for my child's overall wellbeing?*

The personal development and well-being of the pupils at Cotwall End are taken very seriously. Pupils are unlikely to succeed and flourish unless they are developing positive relationships, feel safe and are adopting healthy lifestyles. Each class follows a structured, progressive and inclusive curriculum that supports development in Personal, Social, Health, Relationship, Economic, Education (PSHREE). We encourage pupils to develop confidence and resilience through teaching, social play opportunities and through more targeted support.

Staff recognise that the nurturing of emotional and social needs is what some pupils require. We pride ourselves in providing a high level of pastoral support and guidance. There are members of staff available to provide pastoral support. These include class teachers, teaching assistants, phase leaders, SENCO, senior leaders, as well as referrals to external agencies for more specialist support.

We provide support for pupils with SEND to improve their emotional and social development in the following ways:

- o Opportunities to undertake a variety of Pupil Leadership roles
- o Opportunities to participate in in extra-curricular clubs that promote teamwork, friendships and resilience
- o Access to peer support during unstructured times (e.g. Anti-Bullying Ambassadors, Lunchtime Buddies and Play Leaders)
- o Providing 1:1 pastoral sessions and targeted Nurture Group sessions
- o Access to a dedicated Nurture Suite- 'The Hut'
- o Access to the 'Rainbow Room'- a dedicated SEMH provision for early years pupil
- o Access to outreach behaviour support from the Sycamore Behaviour Support Team
- o Referrals to external agencies including School Health Advisor, Reflexions and the Educational Psychology Service for specialist support.

**Regulation 11a: How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families if such pupils.**

**Regulation 11b: Pupils with SEND who are also looked after.**

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

*Is there anything different for Children In Care?*

The school can refer pupils directly to some specialist services as required. Some specialist support needs to be purchased by the school. As a school, we work closely with Dudley LA and facilitate the Early Help strategy as required.

The Designated Safeguarding Lead and Headteacher, Mrs Claire Williams, reports on the progress and needs of pupils with SEND and those CIC to governors each term.

This table provides an overview of the health, social services and local authority services accessed by the school:

Services	Contact Details	Referral Information	Provision
<b>Autism Outreach Service</b>	Claire Payton Mere Education Centre, Lawnswood Road, Stourbridge, DY8 5PQ 01384 816974	School referral	Local Authority Supports pupils with a diagnosis of ASD in mainstream schools, and their families.

Services	Contact Details	Referral Information	Provision
<b>Child and Adolescent Mental Health Services (CAMHS)</b>	01384 324689/ 01922 607000	GP or School referral	Health
<b>Dudley Early Help</b>	Dudley North Family Centre 01384 813096 E-mail: <a href="mailto:fs.dudleynorth@dudley.gov.uk">fs.dudleynorth@dudley.gov.uk</a>	Self or school referral	Dudley Safeguarding People Partnership
<b>Educational Psychology Service</b>	Dr Jane Robson 01384 814359 E-mail: <a href="mailto:eps@dudley.gov.uk">eps@dudley.gov.uk</a>	School referral	Local Authority
<b>Hearing Impairment Service</b>	01384 818003/ 01384 818676	Self or school referral	Local Authority
<b>Integrated Early Years Service</b>	01384 814363 Email: <a href="mailto:ieys.dudleynorth@dudley.gov.uk">ieys.dudleynorth@dudley.gov.uk</a>	Self or school referral	Local Authority
<b>Learning Support Service</b>	Robert Hickman 01384 813731	School referral	Local Authority
<b>Occupational Therapy &amp; Physiotherapy</b>	The Sunflower Centre, John Corbett Drive, Stourbridge, DY8 4BJ 01384 361243	School Nurse or GP referral	Health
<b>Physical Disability and/or Medical Inclusion Team (PIMIS)</b>	01384 818003/ 01384 818676	Self or school referral	Local Authority
<b>Reflexions</b>		School referral	Health
<b>School Health Advisor</b>	Rebecca Turley 01384 408990	School referral	Health
<b>Speech and Language Therapy</b>	Brierley Hill Health & Social Care Centre, Venture Way, Brierley Hill, DY5 1RU 01384 321375	School referral	Health
<b>Sycamore Behaviour Support Team</b>	Lisa Bowen 01384 818129	School referral	Local Authority
<b>Virtual School for Children Looked After</b>	01384 813493/ 01384 813494	N/A	Local Authority
<b>Visual Impairment Service</b>	01384 818003/ 01384 818676	Self or school referral	Local authority
<b>The What? Centre</b>	01384 379992	Self or school referral	Mental Health

**Regulation 12: The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.**

*What support is available for me and my family?*

If you have any questions about, SEND, or are struggling to cope, please let us know. We wish to support you, your child and your family.

The **Dudley Local Offer** details support available to you locally.

Support Services	Contact Details	Service Information
<b>Dudley Local Offer</b>	<a href="https://dudleyci.co.uk/send-local-offer">https://dudleyci.co.uk/send-local-offer</a>	Details support available locally.
<b>Dudley SEND Team</b>	Case Officer: Sheila Birdi Ladies Walk Centre, Sedgley, DY3 3UA 01384 8142360	Manage EHCP assessment process and arrange suitable educational provision.
<b>Dudley SENDIASS</b>	01384 817373/ 07900161363/ 07929777744 E-mail: <a href="mailto:dudley.sendiass@dudley.gov.uk">dudley.sendiass@dudley.gov.uk</a> <a href="https://dudleyci.co.uk/dudley-special-educational-needs-disability-information-advice-and-support-service">https://dudleyci.co.uk/dudley-special-educational-needs-disability-information-advice-and-support-service</a>	Provide impartial information, advice and support to young people and parents, covering SEN, disability, health and social care.

National charities that offer information and support to families of children with SEND include:

Support Services	Contact Details	Service Information
<b>ADHD</b>	ADHD Foundation 0151 237 2661 <a href="https://adhdfoundation.org.uk/">https://adhdfoundation.org.uk/</a>	Provide guidance and advice for families.
<b>Autism</b>	The Blue Goose <a href="https://www.facebook.com/groups/1558030150915758/">https://www.facebook.com/groups/1558030150915758/</a>	Support group for parents, relatives and friends.
	The National Autistic Society 0808 800 4104 <a href="http://www.autism.org.uk">www.autism.org.uk</a>	Provide support, guidance and advice for young people and their families.
	Ambitious about Autism 020 8815 54444 <a href="http://www.ambitiousaboutautism.org.uk">www.ambitiousaboutautism.org.uk</a>	
<b>Carers</b>	Dudley Young Carers KIDS Orchard Centre, Lye By-Pass, Lye, DY9 8HA <a href="https://www.kids.org.uk/dudley-young-carers">https://www.kids.org.uk/dudley-young-carers</a>	Organised activities, support, help and advice for young carers.
	We Love Carers The Mary Stevens Centre, 221 Hagley Road, Stourbridge, DY8 2JR 07772359391 <a href="https://www.welovecarers.org">https://www.welovecarers.org</a>	Provide information, support, advice and signpost interventions.
<b>Developmental Language Disorder</b>	DLD and Me <a href="https://dldandme.org/">https://dldandme.org/</a>	Provide support, guidance and support for families.
<b>Dyslexia</b>	British Dyslexia Association 3333 405 4555 <a href="https://www.bdadyslexia.org.uk/advice/children">https://www.bdadyslexia.org.uk/advice/children</a>	Information and resources for school and families.
<b>Mental Health</b>	CAMHS 01384 324689/ 01922 607000 Email: <a href="mailto:bchft.communications@nhs.net">bchft.communications@nhs.net</a> <a href="https://www.blackcountryhealthcare.nhs.uk/our-services/dudley-camhs">https://www.blackcountryhealthcare.nhs.uk/our-services/dudley-camhs</a>	Referral required to access mental health support, advice and assessment for young people.
	Young Minds Parents Helpline- 0808 802 5544 from 9:30am-4pm, Monday-Friday <a href="https://www.youngminds.org.uk/">https://www.youngminds.org.uk/</a>	Practical advice and Helpline to support young people.
<b>Special Needs Jungle</b>	<a href="https://specialneedsjungle.com/">https://specialneedsjungle.com/</a>	Parent-led website providing information about SEND.

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

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

The 2014 Children and Families Act requires Local Authorities and schools to publish and continuously review, information relating to the range of services available to support children and young people with SEND. This is the '**Local Offer**'.

The Local Offer provides clear information for parents and carers about how to access services in their area and what they can expect from those services.

More information relating to the Dudley Local Offer can be viewed at: <https://dudleyci.co.uk/send-local-offer>

**Regulation 14: Arrangements for handling complaints from parents of children with SEND about the provision made at the school.**

*What do I do if I feel my child is not having their needs met?*

Complaints about SEND provision in our school should be made to the class teacher in the first instance before escalating to the SENCO or other Senior Leaders. They will then be referred to the schools' complaints policy (available on request or to view on the school website).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right applied to the pupil themselves.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier tribunal. Further information can be accessed at <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about an alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of providing auxiliary aids and services.

Before reaching the tribunal stage, disagreement resolution or mediation will be offered as part of the process.