

## Hurst Green Primary School SEN information report

This information is part of the requirements set out in the current SEND Code of Practice 0-25 years and must be updated annually. It is part of the Dudley Local Offer for pupils with special educational needs and/or disability.

<p><b>Definitions</b></p>	<p>The 2015 SEND Code of Practice (0-25) defines that where a child has a learning difficulty or disability for which special educational provision is put in place then they are identified as having special educational needs</p> <p>“A child of compulsory school age or person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> <li>A) Have a significantly greater difficulty in learning than the majority of others in the same age or</li> <li>B) Have a disability which prevents or hinders them making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions”</li> </ul> <p>Disability is also defined in the Equality Act 2010 as being “A mental or physical impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities.”</p> <p>This can include the sensory impairments of sight and hearing. It may also include long term health conditions.</p> <p>Where a child or young person has an overlap with a disability and a special educational need then they will also be covered by the SEND definition.</p>
<p><b>The kinds of special needs for which Hurst Green Primary makes provision</b></p>	<p>As an inclusive school we make provision for pupils within the four broad areas of need as identified in the SEND code of practice 2015:</p> <p>Communication and Interaction Difficulties, Cognition and Learning, Social Emotional and Mental Health and Sensory and/or Physical.</p> <p>The school uses its best endeavours to meet the needs of all children with Special Educational Needs and/ or a disability in consultation with parents, the local authority, as well as specialist agencies from health, education and social care.</p>
<p><b>The school’s identification and assessment policies</b></p>	<p>See also our Special Educational Needs and Disability Policy</p> <p>We use a five step graduated response model.</p> <ul style="list-style-type: none"> <li>1 Universal Provision</li> <li>2 Early Intervention</li> <li>3 Targeted Individual Support</li> <li>4 Further Targeted Individual Support</li> <li>5 EHCP</li> </ul> <p>We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress doesn’t match expectations. This may include progress in areas other than attainment, for example, social needs.</p> <p>We use a 5-step graduated response model to determine the level of support that is needed and whether we can provide it by</p>

	<p>adapting our universal provision or whether targeted support or intensive targeted support is required. (See information regarding 5-step model)</p> <p>Our identification of needs is based on a child-centred approach whereby all professionals working with a child discuss the child's individual barriers in order to form a professional judgement as to which level of our graduated response the child should be placed.</p>
<p><b>School's policies for making provision for all pupils with SEND</b></p>	<p>Hurst Green has a whole-school approach to supporting children with SEND. Every teacher is responsible and accountable for all pupils within their care.</p> <p>Parents can raise any concerns they may have with the class teacher who will then pass them onto the SENDCO and a meeting can be arranged. At Hurst Green, we have an open-door policy and are always happy to arrange to meet families who have any concerns.</p> <p>Staff can raise any concerns they have about individual children at progress meetings or by talking to class teacher or SENDCO. Where appropriate, actions will be put into place, which may include strategies for the class teacher, further support for the individual child, outside agencies to carry out more formal assessments and provide targets for staff to follow to support the child. Staff will inform parents if any SEND concerns are raised.</p> <p>The impact of the provision is also carefully monitored and new targets put into place if targets are not being met. The school's SEND APDR grids (Assess, Plan, Do, Review) show the interventions that have been put into place for each child and these interventions are classified by levels in our Graduated Approach.</p> <ol style="list-style-type: none"> <li>1 Universal Provision</li> <li>2 Early Intervention</li> <li>3 Targeted Individual Support</li> <li>4 Further Targeted Individual Support</li> <li>5 EHCP</li> </ol>
<p><b>How the school evaluates effectiveness of provision for SEND pupils</b></p>	<p>We monitor teaching and learning within every classroom through visits, book looks and learning walks, focusing on the progress of learning. SEND needs are carefully considered within these observations. Individual SEND children are a focus of pupil progress meetings.</p> <p>We evaluate the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> <li>• We listen to our pupils and encourage them to express their needs and share their successes. Pupil Voice is recorded on our Pupil Passports.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents are involved in putting together the Pupil Passports and can contribute their voice on a termly basis</li> <li>• Reviewing pupils' individual progress towards their goals each half-term using SEND APDR grids – see below.</li> <li>• Children on Stage 4 and above of the graduated response will have an will have a Pupil Passport alongside their SEND APDR grids which are reviewed termly. (Stage 4+)</li> <li>• Reviewing the impact of interventions</li> <li>• Holding annual reviews for pupils with EHC plans</li> </ul> <p>At Level 3+, SEND children are tracked on SEND APDR grids. These record entry and exit data and interventions received. SEND APDR grids are updated every term. SEND APDR grids monitor progress and provide evidence of review and adaptation of interventions. SEND APDR grids are informative, to the point, and designed to track interventions and record significant steps of improvement for our SEND children.</p> <p>Intervention is part of a cycle</p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Plan</li> <li>• Do</li> <li>• Review</li> <li>•</li> </ul> <p>Each cycle will work on a</p> <ul style="list-style-type: none"> <li>• Needs</li> <li>• Outcome</li> <li>• Provision framework</li> </ul> <p>Using these grids ensures intervention and support is always based around the Assess, Plan, Do, Review cycle.</p> <p>Pupil Progress Meetings are held termly to review progress and assess impact of interventions.</p> <p>Learning Support and Educational Psychology help us to evaluate our current practice and advise us about ways to further improve provision.</p>
<p><b>Arrangements for assessing and reviewing progress</b></p>	<p>Children who are not making expected progress will need additional support.</p> <p>We will follow a graduated approach and support provided by the school will consist of a four-part cycle of <b>assess, plan, do, review</b>.</p> <p><b>Assess:</b> Analysing the child's needs using assessments, staff knowledge, comparisons, age related expectations and national data in order to make an accurate assessment of the child's needs. If a decision is made to move a child to Stage 4 of our</p>

	<p>graduated response, with agreement of parents, the involvement of outside agencies will be considered.</p> <p>The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"><li>• The teacher's assessment and experience of the pupil</li><li>• Their previous progress and attainment or behaviour</li><li>• Other teachers' assessments, where relevant</li><li>• The individual's development in comparison to their peers and national data</li><li>• The views and experience of parents</li><li>• The pupil's own views</li><li>• Advice from external support services, if relevant</li></ul> <p>The assessment will be reviewed regularly.</p> <p><b>Plan:</b> If the review of data and assessments indicates that Level 3+ provision is required, then interventions will be identified and implemented by the appropriate member of staff and with advice from the SENDCO.</p> <p><b>Do:</b> The class teacher remains responsible for supporting and monitoring the child on a day-to-day basis, even where interventions may involve group or one-to-one work away from the class teacher. The class teacher will work closely with teaching assistants to plan and assess the impact of interventions and make links with classroom teaching.</p> <p><b>Review:</b> Review of a child's progress will be made regularly using our SEND APDR Grids.</p> <p>This is an on-going cycle to enable the provision to be refined and revised as the child progresses through school and the understanding of the needs of the child develops. This cycle enables the identification of strategies which will be the most effective in supporting children to achieve.</p> <p>All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.</p> <p><b>Referral for an Education, Health and Care Plan (EHCP)</b></p> <p>If a child has significant difficulties they may undergo a Statutory Assessment Process which the school or parent can complete. The application for an Education, Health and Care Plan will combine information from a variety of sources including; parents, teachers, SENDCO, Social Care, Health professionals and any other external services working with the child.</p>
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	<p>Further information about EHCP can be found via the SEND Local Offer: <a href="http://www.dudley.gov.uk/resident/localoffer/">http://www.dudley.gov.uk/resident/localoffer/</a> or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDDIASS) - 01384 817373</p> <p>The SENDCO works with the following outside agencies to assess and review provision made:</p> <p>Learning Support Service is bought in to assess, monitor and review identified children with cognition and learning difficulties, who despite in-school targeted support, are making significantly lower than expected progress.</p> <p>Educational Psychology services are bought in to support specific pupils, predominantly, those pupils with SEMH needs who despite in-school targeted support, are still experiencing substantial difficulties in successfully accessing the curriculum, including the wider curriculum.</p> <p>We use Wellcomm to support with these assessments, interventions and reviews. We also have limited access to a private Speech and Language Therapist when needed.</p> <p>Occupational Health service-provides programs for specific children as and when required</p> <p>AOS (Autism Outreach Service) provide support to children with an ASC diagnosis.</p> <p>Sycamore Outreach Service- provides a service that supports schools in understanding and developing practical and creative strategies to enable pupils with challenging behaviour to become more successful learners in school.</p> <p>CAMHS- formal assessments are carried out and advice sent into school</p> <p>Health visitor and school nurse – meet with children and parents/recommendations made and followed up</p> <p>PIMIS – Physical Impairment and Medical Inclusion Service. PIMIS provide specific targets and support which is then assessed and reviewed regularly.</p> <p>Pupils with EHCPs have an annual review which is reported to the Local Authority and may result in the plan being amended.</p>
<p><b>Approach to teaching pupils with SEND</b></p>	<p>Teachers are responsible and accountable for the progress and development of all the pupils in their class.</p> <p>High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.</p> <p>Hurst Green has high expectations of all pupils and class teachers plan and resource class work with the developmental needs and specific abilities of all pupils considered. Provision is adapted to closely match the pupil's ability and learning needs. It is the entitlement of all pupils to receive Quality First teaching. When a pupil has been identified with SEND their work will be further adapted to support children to overcome any barriers to learning and to enable them to access the curriculum more easily.</p>

	<p>Targeted support is also put into place for individuals/groups. The following are delivered by both teachers and teaching assistants:</p> <ul style="list-style-type: none"> <li>• Identified small group teaching</li> <li>• 1:1 teaching support for children with specific targets on their APDR grids.</li> </ul>
<p><b>How the school adapts the curriculum/learning environment for SEND pupils</b></p>	<p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> <li>• Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.</li> <li>• Adapting our resources and staffing</li> <li>• Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.</li> <li>• Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, scaffolding, re-enforcement, reading instructions aloud, etc.</li> <li>• Access to sensory boxes where appropriate, sensory breaks, sensory circuits.</li> <li>• Emotional check-ins, reflection time, social groups, nurture groups, safe spaces.</li> <li>• We recognise that each child is an individual and staff are always here to listen to children, staff and parents.</li> </ul> <p>We deliver a broad and varied curriculum with each child having access to a high-quality classroom-based teaching environment. We look carefully at the needs of every child and tailor our support and adaptive teaching to support all children in their efforts to achieve their full potential despite any difficulty or disability they may have.</p> <p>We offer all children extra adult support or further adaptations where needed within the classroom environment. When children have been identified as needing extra help after a specific lesson, targeted follow-up interventions are delivered.</p> <p>Some children with SEND will require an APDR grid, providing them with time specific, achievable targets and strategies and steps for working towards achieving them. This will be put in place following a discussion with the class teacher and the SENCO. Parents/carers will be consulted. Within school, children on APDR grids may receive tailored small group or 1:1 interventions specifically designed to help the child to achieve their targets. Where necessary, and with parental/ carer permission, we will obtain expert advice from Learning Support Services and/ or specialist education services. Class teachers, teaching assistants and the SENDCO will then work collaboratively to ensure the child is supported in working towards their identified targets.</p>

	<p>We follow advice from key services and attempt to roll effective SEND provision out universally for all children so as to minimise individual children needing something different from their peers.</p> <p>At Hurst Green, we value our home-school partnership and actively encourage family participation within this process.</p> <p>When summative assessments are required, access arrangements will be made to enable most SEND children to access their SATs and/or Phonics test alongside their peers. On rare occasions, a pupil may be dis-applied from a national test, if they are working too far below the expected levels and it is decided that it is not in their best interests to take place. Parents and governors are informed of this decision in writing. These children will be given a teacher assessment based on adapted in school assessments.</p>
<p><b>The additional support for learning available to SEND pupils</b></p>	<p>We have a vast repertoire of additional support available to meet individual needs in all areas of SEND; cognition and learning, communication and interaction, SEMH and sensory &amp; physical.</p> <ul style="list-style-type: none"> <li>• We have a number of teaching assistants who are trained to deliver interventions such as Wellcomm and Little Wandle Super Support.</li> <li>• We have an HLTA who is further trained to deliver more specialised speech and language interventions.</li> <li>• We have a number of teaching assistants who support individual children and groups when required.</li> <li>• Emotional check-ins</li> <li>• Nurture groups, social groups</li> <li>• Play therapy*</li> <li>• Positive coping plans which include trigger mapping and trigger prevention</li> <li>• Sensory circuits</li> <li>• Sensory boxes</li> <li>• Adaptations for physical needs and medical inclusion</li> <li>• Special equipment e.g. coloured overlays, special pencil grips, scissors, writing slopes, cushions, stress toys, dyslexia friendly reading books, IT equipment etc.</li> </ul> <p>*Play therapy is accessed via Level 5 of our graduated mental health tiered model</p>
<p><b>How school enables SEND pupils to engage in all activities available to those in the school who do not have SEND</b></p>	<p>We take every step possible to ensure that our SEND pupils are treated no less favourably than pupils without SEND.</p> <p>No pupil is ever excluded from taking part in an activity because of their SEN or disability. Provision is put in place to support children who require any additional needs in order to take part in all areas of the curriculum. Where appropriate, specialist equipment is purchased.</p> <p>All of our extra-curricular activities and school visits are available to all our pupils, including after-school clubs. Individual risk</p>

	<p>assessments are carried out for all off site activities, for children with specific needs.</p> <p>All pupils are encouraged to go on our residential trip to Astley Burf.</p> <p>All pupils are encouraged to take part in sports day, performances and workshops.</p> <p>Our accessibility plan details how the physical environment and organization of the school day and curriculum is fully accessible to disabled pupils</p>
<p><b>Support available for improving the emotional, mental and social development of SEND pupils</b></p>	<p>High importance and significant resource are placed on mental health support for children.</p> <p>Within school, we have a skilled and trained integrated therapist who can offer Play Therapy, Child-Parent relationship therapy, therapeutic play and emotional well-being sessions where necessary, as well as a member of staff trained in bereavement counselling.</p> <p>We use the social, emotional and mental health graduated response to triage children showing early signs of anxiety, emotional distress or behavioural problems.</p> <p>This tiered referral system is in place to support children’s mental health and well-being, with level 1 being Universal Provision and level 5 being a child unable to function. Level 5 would trigger a team around the child being set up and appropriate therapeutic support put in place.</p> <p>The DSL comes from a mental health/ therapy background. She is a member of the SLT and leads on pastoral and mental health of staff and children.</p> <p>The DSL and SENDCO work closely together to effectively manage the overlap of their respective responsibilities.</p> <p>Children are able to share concerns via a ‘I wish my teacher knew....’ system that is led by the mental health need.</p> <p>The Colour Monster book by Anna Llenas is used to give children an accessible way to talk about their feelings. A Colour Monsters 3-houses sheet has been designed to help pupils identify their feelings and is used to assess their needs.</p> <p>A ‘Me and My Feelings’ assessment tool is used to assess emotional and behavioural difficulties.</p> <p>A ‘Strengths and Difficulties’ questionnaire is used to capture the perspective of parents/carers and teachers. At higher levels, this is used as an entry and exit assessment.</p>

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	<p>Individual Reward Plans and Positive Coping Plans are in place to support specific pupils (set up in consultation with parents / pupils and where necessary outside agencies)</p> <p>Additional lunchtime support is available when needed.</p> <p>We also use a range of outside support – see ‘Arrangements for assessing and reviewing progress’ section.</p> <p>Bullying is taken very seriously and a copy of the Anti-Bullying policy is available on the school website.</p>
<p><b>The SEN coordinator’s name and contact details</b></p>	<p>Kathryn Karadia Hurst Green Primary School 01384 818210</p> <p>Mrs Karadia can be contacted on the following email address;  send@hurst-green.dudley.sch.uk</p> <p>Mrs Karadia’s working days are Monday to Wednesday. For urgent queries on a Thursday or Friday, please contact the school office.</p>
<p><b>Information on staff expertise their SEND training, and how specialist support will be secured</b></p>	<p>INSET training sessions ensure that teachers and teaching assistant are kept up to date with the latest SEND developments and teaching strategies External agents recommend individual provision and general whole school strategies where appropriate.</p> <p><b>SENDCO-</b> Mrs Karadia is an experienced teacher who has spent much of her teaching experience supporting children with SEND. Mrs Karadia attends the LA SENCO forums which meet termly. Mrs Karadia is supported by our Local Authority SEND office. Mrs Karadia is non-class based and works three days per week. Mrs Karadia has access to NASEND and training via the National College. Mrs Karadia is currently completing her National Award for SEN Coordination (NASENCO).</p> <p>Speech and Language HLTA – Susan Round. Mrs Round is timetabled to deliver SEND support for one morning and two-part sessions a week, supporting the SENDCO. Mrs Round is also our diabetic lead in school. Mrs Round regularly attends the Dudley NHS Speech and Language webinars. She also receives training directly from S&amp;L outside agencies where there is a specific need for a specific child.</p> <p>Learning support- Hayley Adams is our learning support specialist teacher. Hayley has a Post Graduate certificate in specific learning difficulties.</p> <p>Sarah Kellet is our Educational Psychologist. Sarah has a post graduate qualification in specific learning difficulties with AMBDA accreditation.</p> <p>Erin Surridge is our assistant Educational Psychologist. Erin has an MA in SEN and Inclusion (autism pathway).</p>

<p><b>Information on equipment and facilities to support SEND pupils</b></p>	<p>Hurst Green has an environment that is accessible to all.  The school is built on one level and is accessible through the main doors.  The forest area is also on one level.  There is a designated space for disabled parking.  There is a designated shower room, disabled toilet and changing station.</p> <p>Intimate Care Plans are in place for individual pupils which are then acted upon.  Personal Evacuation Plans (PEEPs) are put into place for some children.  We liaise with external agencies where necessary. This includes Occupational Therapy team, PIMIS, Hearing Impaired service and Visual Impaired Service. These agencies will advise on specialised equipment to support an individual child.</p>
<p><b>Arrangements for consulting parents of pupils with SEN, and involving them in their education</b></p>	<p>We will formally notify parents when it is decided that a pupil will receive SEND support.</p> <p>We will have an early discussion with parents when identifying whether they need special educational provision. These conversations will make sure that everyone develops a good understanding of the pupil's areas of strength and difficulties. We consider the parents' views, make sure that everyone understands the agreed outcomes sought for the child and that everyone is clear on what the next steps are.</p> <p>Parental consultations are held in school with teachers where there is an opportunity for a discussion to discuss targets and a chance to look through their child's books. Ideas are also shared as to how parents might support their child at home.</p> <p>Monitoring reviews and initial assessments take place with our learning support teacher and our Educational Psychologist for identified children with feedback and reports shared with parents/ carers. Learning Support speak to parents after the initial assessment and the SENDCO updates parents after each learning review. All reports are shared with parents in advance of any meetings.</p> <p>Parents are invited to attend initial assessments for speech and language, though generally, these have been completed at nursery.</p> <p>Occupation Therapy is accessed via GP referral or via the School Nurse.</p> <p>Parents' views are a key part of the annual review process for children who are on an EHC Plan. Parents, class teachers and the SENDCO meet to review provision. The LA are invited to attend.</p> <p>The Autism Outreach Service are aware of our caseload and work with parents where necessary.</p>

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	<p>Feedback by telephone or home/school book can take place where necessary.</p> <p>All parents can contact the SENDCO, Mrs Karadia, via email – see contact details above.</p> <p>Parents of children on the SEND register are always welcome to make an appointment to see the SENDCO or their child’s teacher at any time, either to share a concern or get a progress update.</p>
<p><b>Arrangements for consulting pupils and Involving them in their education</b></p>	<p>As Hurst Green is a Rights Respecting school pupil view is important to us. All children are listened to and heard.</p> <p>Staff have received training about how to listen to children and the use of ‘I wonder’ techniques.</p> <p>Age-appropriate, pupil voice is a key part of our Pupil Profile reviews. Children will be encouraged to note their successes and share their thoughts and feelings. Children are encouraged to try their best to reach their targets.</p> <p>Pupils have the opportunity to join the School Council to share their views about a range of different topics.</p> <p>Pupil voice is an integral part of our monitoring. SLT talk to whole classes about their learning in different topics and encourage children to share their views.</p>
<p><b>Governing body arrangements for the treatment of parental/ pupil complaints concerning the school’s provision</b></p>	<p>We aim to support both parents and children by working in partnership with the GB. It is important that parents feel supported and part of the process.</p> <p>Any complaint should be made by following the Complaints Policy in place and can be found on school website, detailing school procedures and Local Authority contacts should parents/carers feel that issues remain unresolved.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> <li>• Exclusions</li> <li>• Provision of education and associated services</li> <li>• Making reasonable adjustments, including the provision of auxiliary aids and services</li> </ul>
<p><b>How governing body involves other bodies (health, social care LA support services and voluntary</b></p>	<p>Named governor for SEND Mrs. G. Withers</p> <p>Mrs Withers meets with the SENDCO termly and is updated as to the involvement of external bodies.</p>

<p><b>organisations) in meeting their needs</b></p>	<p>Governors ensure that sufficient resources are available to meet the needs of our SEND pupils.</p> <p>Mrs Withers can be contacted via the school office.</p> <p>The Head Teacher is a governor of the school and advocates for the needs of our SEND pupils at GB meetings.</p>
<p><b>The contact details of support services for parents of SEND pupils</b></p>	<p>Dudley Local Authority:  Dudley SENDIASS (formerly known as parent partnership)  <b>Address:</b> Saltwells Education Centre, Bowling Green Road, Netherton, Dudley, West Midlands, DY2 9LY  <b>Telephone</b> 01384 817373  Website: <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>  Email: <a href="mailto:dudley.sendiass@dudley.gov.uk">dudley.sendiass@dudley.gov.uk</a>  Further support from <a href="#">The Information, Advice and Support Service Network for SEND (IASS Network) website</a>.</p>
<p><b><u>The school's transition arrangements for SEND pupils</u></b></p>	<p><u>Transition is a crucial time for all children in school.</u></p> <p><u>Links are maintained to ensure a smooth transfer on school entry through liaison and visits to the local Early Years settings. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage. Some children are provided with transition books to share with parents during the summer holidays.</u></p> <p><u>Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENDCO and by classroom buddies to ensure their smooth transition.</u></p> <p><u>The annual review in Year 5 for children with an EHCP (Education Health Care Plan) begins the process where parents are supported to make decisions regarding secondary school choice.</u></p> <p><u>Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from secondary schools usually visit us and all SEND information is transferred. For pupils with an EHC Plan, a transition review will be included in the annual review in Year 5 or early in Year 6.</u></p> <p><u>This review aims to give clear recommendations as to the type of provision the child will require in future years. The child's EHCP can then be amended appropriately.</u></p> <p><u>Various transition sessions are planned for new classes before the summer holiday. Teachers and teaching assistants have timetabled transitions meetings to pass on crucial information and data.</u></p>

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	<u>When SEND pupils move schools, detailed conversations with SENDCO of receiving school take place and data is transferred securely via CPOMS (where both schools use CPOMS).</u>
<b><u>Link to the authority's local offer</u></b>	<u>The Dudley Local Offer website has information about the services that are available. Please visit <a href="http://www.dudley.gov.uk/resident/localoffer">www.dudley.gov.uk/resident/localoffer</a> for more detailed information</u>

Updated October 2023 & February 2024 (staff changes)