



Maidensbridge Primary School SEND Information Report

Our Vision for SEND

At Maidensbridge Primary School, we believe in an inclusive environment with pupils at the centre of everything that we do. All pupils should be happy and thriving when they are at school. As well as developing a secure foundation in English and Mathematics, they will have a broad and deep knowledge of the wider curriculum. They will become confident and resilient learners who rise to any challenge and are able to reflect on their individual learning styles.

Our Values

At Maidensbridge Primary School, the achievements of ALL pupils are valued, respected and celebrated. All members of the school community are welcomed, and everyone is treated equally. Fairness and equality are promoted in all aspects of school life.

Although each pupil is viewed and nurtured holistically, high expectations are set for their social, emotional and academic development. We aim to develop high levels of self-esteem and confidence in all of our pupils, so they view themselves as successful, independent learners.

Early identification and supportive intervention for pupils with SEND are recognised to promote successful learning. As their child's first educators, we value and respect the voice of parents and carers and involve them in the planning and reviewing of their child's progress.

Roles and Responsibilities for SEND

Headteacher- Mrs Katie Thomas

The Headteacher will work with the SENDCo and the SEN Governor to determine the strategic development of the SEND Policy and provision in the school.

The Headteacher will disseminate the school Notional SEN Budget and in consultation with the school Governors, the SENDCo and the needs of the school, they will decide on the deployment of resources and staff for pupils with SEND.

The Headteacher has overall responsibility for the provision and progress of learners with SEN and/ or a disability.

Special Educational Needs and Disabilities Co-ordinator (SENDCo)- Mrs Sarah Mason

The SENDCo has day-to-day responsibility for the operation of the SEND Policy and the co-ordination of specific provision to support individual pupils with SEND, including those with EHCP's.

The SENDCo will ensure that your child receives appropriate support and that their SEND needs are met through the Graduated Approach.

Special Educational Needs Governor- Mrs Chris Quinton

The SEN Governor helps to raise awareness of SEND issues at Governing Body Meetings.

The SEN Governor will be responsible for monitoring the quality and effectiveness of the SEND provision within the school and, for ensuring that pupils receive necessary support.

Class Teachers

Adapt teaching approaches to reflect the range of all pupils in their class. The class teacher will work closely with the SENDCo, Teaching Assistants and specialist staff, to plan and assess the impact of support and interventions and, how they can be linked to classroom teaching.

What is the SEND Information Report?

Under the 2014 Children and Families Act schools have to publish a SEND information Report. The purpose of which is to provide information to our current and prospective parents, The Local authority and Government agencies on the provision and support that Maidensbridge Primary School can offer pupils with SEND. This in effect is our '**School Offer**'.

The purpose of our school offer is to inform parents and carers about how:

- Staff welcome, support and make effective provision for pupils with SEND.
- Pupils are supported in all aspects of their school life.
- We value their voice and the voice of their child.
- Work in close partnership with other agencies.
- We offer effective provision for all pupils, including those with SEND.

Maidensbridge Primary School SEND Information Report

1. What kinds of special educational provision is accessible for pupils at Maidensbridge Primary School?

Maidensbridge 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.

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 (for example, Autistic Spectrum Disorder and Speech and Language Difficulties)
- Cognition and Learning (for example, Dyslexia and Developmental Co-ordination Disorder)
- Social, Emotional and Mental Health Difficulties (for example, Attention Deficit Hyperactivity Disorder)
- Sensory and/ or Physical Needs (for example, visual and hearing impairments, processing difficulties and Epilepsy).

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.

2. How do we identify pupils with SEND?

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

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.

To plan effectively for all pupils, communication with parents and/ carers starts as part of the transition process. During Home Visits, the Reception Team ask parents and/ carers whether they have any concerns about their child for instance, if they have an additional need, disability or medical need. Information gathered during these discussions help to formulate a transition plan for the new starters.

Pupil's current skills and levels of attainment are assessed on-entry to school. During the first half term, the Reception Statutory Baseline Assessment is completed along with the NELI communication and language screening tool, and an early review of their progress is shared after they have had time to settle in.

Children are continually assessed and monitored throughout their time at Maidensbridge, so that we can provide early intervention for any SEN that might arise. Pupil Progress Meetings are held every half term, from which we track and identify those whose progress:

- Is significantly slower 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
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a pupil is registered as having a SEN.

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.

For pupils in the care of the Local Authority, the expectation is that their information will be provided through the Personal Education Plan (PEP) prior to them starting or at least within the first week of their arrival.

3. What provision is made for pupils with SEND; with and without an EHCP, in respect of:

a) How is the intervention/ support monitored as to its effectiveness?

Teachers are continually assessing, planning, implementing and reviewing their approach to the teaching of all pupils here at Maidensbridge. SEND Support will arise from a four part Graduated Approach Cycle of which, the child and family are at the heart of. The four stages of the cycle are: **Assess, Plan, Do and Review.**

Individual provision maps track pupil progress over time and facilitate impact analysis of the interventions delivered.

Interventions are monitored by class teachers, phase leaders and the SENDCO.

Class teachers meet parents of children with SEN each term to monitor against targets set in planners.

b) What are the school's arrangements for assessing and reviewing progress of pupils with SEND?

Assess

Assessment of special educational needs is a partnership between the learner, their parents/ carers and the teacher. The SENDCo supports with the identification of barriers to learning. An analysis of pupil needs will draw on:

- The teacher's assessment and knowledge of the pupil
- Their previous progress and attainment or behaviour
- Performance against national expectations
- Pupil progress in relation to EYFS curriculum expectations and National Curriculum targets
- Standardised tests which compare children of the same age nationally or criterion referenced tests such as high frequency word or phonic checks
- The view and experience of parents/ carers
- The pupil's own views
- Advice from external support services, if relevant.
- Information from previous settings.

All teachers and support staff who work with the pupil are made aware of their needs, personal targets, the support provided, and any teaching strategies or approaches required.

Plan

In liaison with the SENCo, and in consultation with the parent/ carers and the pupils, the interventions and support required are planned. The provision map will include:

- Short realistic and measurable targets related to the area of concern
- Recommended strategies and resources to be used by the teacher, support staff and parents/ carers of the pupil
- A start and finish date for the targeted intervention
- The provision to be implemented for the pupil
- Date for the plan to be reviewed.

Do

The class teacher should remain responsible for working with the pupil on a daily basis. Where the planned provision involves teaching away from the main class, the class teacher will still retain responsibility for the pupil, working closely with support or specialist staff involved to plan and assess the impact of interventions.

Targets will be set in the child's planner to ensure these can be accessed at school and at home and by the child in all lessons.

Review

Pupils, parents/ carers and staff are directly in the review process. Monitoring progress is an integral part of teaching and leadership at Maidensbridge Primary School. Class teachers continually monitor and formally report progress to school leaders during Pupil Progress Meetings each half term.

Pupils, parents/ carers, school staff and external agencies are involved in reviewing the impact of the individual provision maps each term. As part of this formal review meeting, progress will be discussed, and next steps planned for the learner. We endeavour to develop this partnership with the pupils by encouraging them to review their previous achievements and suggest ways in over-coming barriers to learning.

Reviews and reassessments completed by specialist external agencies review are shared with parents/ carers and are contribute to the provision mapping process.

For those pupils with an EHCP, progress will continue to be monitored each term and a formal review will be planned annually.

c) What is the school's approach to teaching pupils with SEND?

At Maidensbridge Primary School, we value high quality teaching for all pupils and actively monitor teaching and learning across the school. Where assessment and monitoring suggest additional support is required, the '**Waves of Intervention**' Graduated Approach are implemented.

Wave 1

- o **Quality First Teaching-** Class teachers set high expectations and differentiate the curriculum to ensure access to learning for all pupils in their class. Various strategies to adapt access to the curriculum may include grouping, 1:1 and paired work, teaching styles, pre-teaching, adapting resources and using recommended aids.

Wave 2

- o **Guided Groups-** Additional support may be provided during lesson time by a Teacher or a Teaching Assistant.
- o **Targeted Intervention Groups-** Additional to daily teaching and with a specific outcome. Sessions may take place on an individual or small group basis on a short-medium term basis.

Targeted Intervention	Intervention Overview	Category of Need
Fresh Start	Reading comprehension, spelling and punctuation catch up and intervention programme for 9years +.	Cognition & Learning
Get Moving	Occupational Therapy and Physiotherapy programme that develops gross motor control and co-ordination skills.	Physical and/ Sensory
Get Talking	Targeted speech, language and communication programme for Reception and Year 1 pupils.	Communication & Social Interaction
NELI	Small group and 1:1 programme for Reception aged pupils that targets development of vocabulary, narrative skills, active listening, and phonological awareness skills	Communication & Social Interaction
Lunchtime Lounge	Targeted small group intervention to raise pupil's confidence and self-esteem.	SEMH
Precision Teaching	Targeted teaching programme that focuses on specific reading, spelling, handwriting or maths skills.	Cognition & Learning
RWI Tutoring	Targeted phonics and reading intervention for 4-7-year-olds.	Cognition & Learning
Treetops Nurture Provision	Focused, short term intervention that is designed to address the social and emotional needs that can be barrier to pupil's learning.	SEMH

Wave 3

Aims to rebuild foundations, reduce gaps in attainment, and facilitate greater access to wave 1 and 2.

- o **Specialist 1:1-** Specific targeted multi-sensory programmes, strategies and resources recommended by external agencies.
- o **Specialist Equipment-** Recommended by an external agency to support a pupil's individual needs for instance an angled writing board or a move and sit cushion.

d) How does the school adapt to teaching pupils with SEND?

All pupils at Maidensbridge Primary School have access to a broad and balanced curriculum and teachers have high expectations for individuals with SEND. Every teacher is required to adapt the curriculum to ensure

access to learning for all pupils in their class. Our teachers use various strategies to adapt access to the curriculum, acting on advice from external agencies, when necessary. These might include:

- Use of technology
- Use of practical resources/ specialised or modified resources
- Adaptation to visual stimuli including assessment materials
- Personalised activities
- Peer mentoring systems
- Positive behaviour rewards system
- Additional adult support
- Access arrangements including additional time, reader or scribe.

e) How is Maidenbridge accessible to pupils with physical disabilities?

The school is fully compliant with the Disability Discrimination Act and Health and Safety procedures are in place to ensure the safety of all pupils,

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.
- Is fully accessible via ramps, wheelchair lift and widened door frames
- Has a dedicated care room with a disabled toilet facility and shower
- 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 'The Bridge' Breakfast and After School Club are accessible to pupils with SEND.
- Ensures that all extra-curricular activities, workshops, performances, school visits and residential experiences are accessible for all pupils.

The Accessibility Plan for Maidensbridge Primary School is available on the school website at <https://www.maidensbridge.net/key-information/> .

f) What additional support is available for pupils with SEND?

Where a pupil continues to make less than expected progress, referral to specialist external agencies is completed in consultation with parents/carers to assess and provide specific support and strategies to remove barriers to learning. Specialist agencies include:

- Educational Psychology Service
- Learning Support Service
- Occupational Therapy
- Physical
- Physiotherapy
- Specialist Inclusion Services- Autism Outreach, Hearing Impairment, Physical Impairment and Medical Inclusion Services, Visual Impairment
- School Health Advisor
- Speech and Language Therapy
- Sycamore Behaviour Support Team

Once a pupil's needs have been identified and relevant assessments undertaken, consultations will take place with parents/ carers as to how school plans to support their child.

This additional and/ or different support might be in the form of:

- Special equipment e.g., foot stools, coloured overlays, special pencil grips, scissors
- Larger print size/ coloured paper
- Specially adapted keyboard/ mouse

- o Additional TA support within the classroom
- o Targeted individual/ paired/ group support
- o Targeted interventions
- o Specialist interventions/ therapy.

g) How do you enable SEN pupils to engage in activities available in addition to those within the curriculum?

All pupils with SEND, with or without an EHCP are encouraged to access extra-curriculum activities that are available at school. In some cases, if necessary, additional support or reasonable adjustments are provided for enrichment opportunities and extra- curriculum activities to ensure participation for all.

h) What support is available for ensuring emotional and social development of pupils with SEND?

The personal development and well-being of the pupils at Maidensbridge are taken very seriously. Pupils are unlikely to succeed and flourish unless they are developing positive relationships, feel safe and are adopting healthy lifestyles. Staff recognise that the nurturing of emotional and social needs is what some pupils require. Each class follows the structured SCARF curriculum that supports development in Personal, Social, Emotional and Health Education (PSHE). We encourage pupils to develop confidence and resilience through teaching, social play opportunities and through more targeted support.

For those pupils who experience difficulties, we offer:

- o Anti-Bullying Ambassadors
- o Inspired Playground Ambassadors
- o Access to pastoral sessions
- o Lunchtime Lounge
- o Medium to longer term Nurture provision access
- o Access to outreach behaviour support from the Sycamore Behaviour Support Team
- o Referrals to external agencies including Believe 2 Achieve counselling, School Health Advisor and the Educational Psychology Service.

4. Who is the named SEND contact?

Mrs Sarah Mason
 Maidensbridge Primary School
 Beachcroft Road
 Wall Heath
 DY6 0HX
 01384 818405

5. What specific expertise is available to pupils with SEND?

The SENDCo, Mrs Sarah Mason has completed the Postgraduate National Award for Special Educational Needs Co-ordination. The SENDCo is allocated one afternoon per week to manage and co-ordination SEND provision.

Class teachers and support staff receive up to date training relating to various aspects of SEND. Staff:

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

6. What specialist equipment and facilities are there for pupils with SEND?

Where specific equipment is deemed necessary or recommended by specialist agencies to support the needs of pupil with SEND, the item is either loaned or the requested resource is purchased from the school's Notional SEN Budget.

7. What arrangements are there for consulting and involving parents of pupils with SEND?

Staff will have an early discussion with the SENDCo and a pupil's parents when identifying whether special educational provision is required. They conversations ensure that:

- o Everyone develops a good understanding of the pupil's areas of strength and difficulty
- o We take account the parents' concerns
- o Everyone understands the agreed outcomes sought for the pupil and their next steps
- o A provision map is planned with specific targets, interventions, strategies and equipment to remove barriers and aid development.

Parents/ carers are invited to attend parents' evenings and SEN Provision Mapping meetings every term where their child's progress and any concerns are discussed.

Parents/ carers are invited to contribute to and provide feedback on the SEN targets recorded in their child's planners.

Designated meetings are available with the SENDCo throughout the year.

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

8. What arrangements for consulting children with SEND about, and involving them in their education?

The class teacher and SENDCo invite pupils to contribute to their provision map. This includes the pupil's views on their strengths and weakness and, their views about the planned targets and interventions.

Pupils are encouraged to use their planners to track progress towards their SEN targets.

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

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

9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?

As a school, we believed that the SEN of pupils are best met when there is an effective collaboration and communication between school, families and external agencies.

In the first instance, concerns or complaints regarding SEND provision should be raised by appointment with the SENDCo.

In the unlikely events of concerns and complaints being unresolved, the Headteacher should be contacted in line with the next stage of the Complaints Policy (<https://primarysite-prod-sorted.s3.amazonaws.com/maidensbridge-primary-school/UploadedDocument/79fb028e-92c7-4c9f-bc6c-be3d082e2dea/complaints-procedure-updated-sept-21.pdf>)

The parents/ carers 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 child. They can make an alleged discrimination claim regarding

- o Exclusions
- o Provision of education and associated services
- o Making reasonable adjustments.

10. How does the school/ governing body involve health, social services, LA support services, and others in meeting the needs of pupils with SEN and supporting their families?

The school can refer pupils directly to some external agencies. Some specialist support needs to be purchased by the school. This table provides an overview of the health, social services and local authority services accessed by the school:

Services	Contact Details	Referral Information	Provision
Autism Outreach Service	Natasha Beard 01384 816974	School referral	Local Authority
Believe 2 Achieve	Nick Pratt 01902 877552	Self or school referral	Private
Child and Adolescent Mental Health Services (CAMHS)	01384 324689/ 01922 607000	GP referral	Health
Dudley Early Help	Brierley Hill Family Centre 01384 813322 fs.brierleyhill@dudley.gov.uk		Dudley Safeguarding People Partnership
Dudley SEND Team	Case Officer- Sheila Birdi 01384 814821	N/A	Local Authority
Dudley SENDIASS	07900161363/ 07824543233/ 07929777744	Self or school referral	Local Authority
Educational Psychology Service	Dr Emma James & Dr Jane Robson 01384 814359 E-mail: eps@dudley.gov.uk	School referral	Local Authority
Hearing Impairment Service	01384 818009	Self or school referral	Local Authority
Learning Support Service	Julia Best 01384 813733/ 01384 812093	School referral	Local Authority
Occupational Therapy & Physiotherapy	01384 361243	School Nurse or GP referral	Health
Physical Disability and/or Medical Inclusion Team (PIMIS)	Kim Fisher 01384 818676	Self or school referral	Local Authority
School Health Advisor	Julie Price 01384 408990	School referral	Health
Speech and Language Therapy	Rena Morris 01384 321375	School referral	Health
Sycamore Behaviour Support Team	Steve Mills 01384 818237	School referral	Local Authority
Virtual School for Children Looked After	Ceris Crum 01384 813493/ 01384 813494	N/A	Local Authority
Visual Impairment Service	Judy Lewis 01384 818003	Self or school referral	Local authority

11. What are the contact details of support services for parents of children with SEN?

There are a range of agencies available to support parents/ carers, and their children.

Support Services	Contact Details	Service Information
Dudley SEND Team	Ladies Walk Centre, Sedgley, DY3 3UA 01384 8142360	Manage EHCP assessment process and arrange suitable educational provision.
Dudley SENDIASS	Saltwells Education Centre, Bowling Green Road, Netherton, DY2 9LY 07900161363/ 07824543233/ 07929777744 E-mail: dudley.sendiass@dudley.gov.uk	Provide impartial information, advice and support to young people and parents, covering SEN,

	https://dudleyci.co.uk/dudley-special-educational-needs-disability-information-advice-and-support-service	disability, health and social care.
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Support Services	Contact Details	Service Information
ADHD	ADHD Foundation 0151 237 2661 https://adhdfoundation.org.uk/	Provide guidance and advice for families.
Autism Outreach Service	Mere Education Centre, Lawnswood Road, Stourbridge, DY8 5PQ 01384 816974	Supports pupils with a diagnosis of ASD in mainstream schools, and their families.
Autism	The Blue Goose https://www.facebook.com/groups/1558030150915758/	Support group for parents, relatives and friends.
	The National Autistic Society 0808 800 4104 www.autism.org.uk	Provide support, guidance and advice for young people and their families.
	Ambitious about Autism 020 8815 54444 www.ambitiousaboutautism.org.uk	
Carers	Dudley Young Carers KIDS Orchard Centre, Lye By-Pass, Lye, DY9 8HA https://www.kids.org.uk/dudley-young-carers	Organised activities, support, help and advice for young carers.
	We Love Carers The Mary Stevens Centre, 221 Hagley Road, Stourbridge, DY8 2JR 07772359391 https://www.welovecarers.org	Provide information, support, advice and signpost interventions.
Down's Syndrome	Down's Syndrome Association https://www.downs-syndrome.org.uk	Provide support, guidance and support for families.
Duchenne Muscular Dystrophy	Duchenne UK https://www.duchenneuk.org	Provided information and support for families.
	Duchenne Family Support Group 0800 121 4518 https://dfsg.org.uk	Support group for families.
Dyslexia	British Dyslexia Association 3333 405 4555 https://www.bdadyslexia.org.uk/advice/children	Information and resources for school and families.
Educational Psychology Service	Mere Education Centre, Lawnswood Road, Stourbridge, DY8 5PQ 01384 814359 E-mail: eps@dudley.gov.uk	Work collaboratively with parents, schools and other professionals to support children.
Hearing Impairment Team	Mere Education Centre, Lawnswood Road, Stourbridge, DY8 5PQ 01384 818009	Liaise with external agencies and offer support and information to families and schools. Assess functional hearing.
Mental Health	The Elms Health Centre, Slade Road, Halesowen, B63 2UR 01384 324689/ 01922 607000 bchft.communications@nhs.net https://www.blackcountryhealthcare.nhs.uk/our-services/dudley-camhs	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 https://www.youngminds.org.uk/	Practical advice and Helpline to support young people.
Occupational Therapy & Physiotherapy	The Sunflower Centre, John Corbett Drive, Stourbridge, DY8 4BJ 01384 361243	Provide specialist therapy support and advice.

PIMIS	Mere Education Centre, Lawnswood Road, Stourbridge, DY8 5PQ	Provide special support, advice and assessments.
Support Services	Contact Details	Service Information
Speech and Language Therapy	Brierley Hill Health & Social Care Centre, Venture Way, Brierley Hill, DY5 1RU 01384 321375	Assess a young person's speech, language and communication skills. Work with parents/ carers and schools.
Visual Impairment Team	Mere Education Centre, Lawnswood Road, Stourbridge, DY8 5PQ 01384 818003 E-mail: judy.lewis@dudley.gov.uk	Provides advice, information and training for parents/ carers and schools..

12. What are the school's arrangements for supporting pupils with SEN in transferring between phases of education?

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. Maidensbridge Primary School is committed to working in partnership with individual pupils, families 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 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 Maidensbridge for an induction visit.

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 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 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.
- The Year 6 and SENDCo will liaise with the SENDCo of secondary school.
- A transition meeting might be hosted in which parents and/ carers and secondary representatives are invited to attend.
- The pupil will have the opportunity to visit the secondary school on several occasions as part of the transition process.

13. Where is Dudley's Local Offer published?

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>