



SEND Information Report

September 2026

A paper copy of this information is available, upon request, from the school office.

Introduction

This report is published in compliance with:

- SEND Code of Practice 2015
- Children and Families Act 2014
- Regulation 51 and Schedule 1 SEND regulations 2014

Howley Grange Primary School is fully committed to providing an appropriate and high-quality education to **all** children. We believe that **all** children, including those identified as having a Special Educational Need, have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We recognise that the well-being of **all** of our children is of paramount importance. As an inclusive school, we aspire to meet the needs of **all** children and value the benefits of working closely with children and their parents and carers in order to do this.

Definitions

The SEND Code of Practice 2015 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.

"A child of compulsory school age or person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions"

Disability is also defined in the Equality Act 2010 as being

"...a mental or physical impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities."

This can include the sensory impairments of sight and hearing. It may also include long term health conditions such as asthma, Epilepsy, diabetes and cancer.

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 SEN definition.

**SENCo and other
Key People involved
with SEND**

SENCo

Name: Miss Emily Williams

Contact: SEN@howley.dudley.sch.uk

	Tel: 01384 685101 <u>Other Key People</u> Headteacher: Miss A.Lewis Chair of Governors: Ms M. Woolgrove School Governor with responsibility for SEND: Mrs C. Wooley Designated teachers with responsibility for Safeguarding: Mrs K.Trueman-Brown (DSL), Miss A.Lewis (DDSL) Miss E. Williams (DDSL) Designated teacher with responsibility for Looked After Children/Children in Care: Mrs K.Trueman-Brown All Teachers and support staff.								
Linked policies	Comprehensive policies and procedures are in place to support and protect all children in school. These can be found on the school website. All policies are available to parents and carers upon request. This information report was written in conjunction with the following policies: • SEND policy • Safeguarding policy • Relationships and Behaviour policy • Anti-Bullying policy • Online Safety policy • Accessibility plan								
How we safeguard children with SEND	We recognise that children with additional needs may be more vulnerable to abuse. Difficulties may include understanding what is abuse and communicating any abuse or concerns. Staff receive regular and compliant safeguarding training. We have an identified Designated Safeguarding Lead (DSL) and 2 Deputy Designated Safeguarding Leads (DDSLs) in school. All staff (at least annually) read and sign to say they have read the school's safeguarding policy and adhere to it.								
The type of SEND provision made at Howley Grange	We support a range of Special Educational Needs. These needs fall within the four broad areas of need identified in the SEND Code of Practice. Areas of Need with examples: <table border="1"> <tr> <td>Communication and Interaction</td><td>Speech Language and Communication Needs (SLCN) Autistic Spectrum Disorder</td></tr> <tr> <td>Cognition and Learning</td><td>Specific Learning Difficulty (SpLD)-Dyslexia, Dyspraxia, Dyscalculia</td></tr> <tr> <td>Social, Emotional and Mental Health Needs</td><td>Attachment Disorder ADHD Children affected by trauma</td></tr> <tr> <td>Sensory and/or Physical Needs</td><td>Visual impairment (VI) Hearing impairment (HI)</td></tr> </table>	Communication and Interaction	Speech Language and Communication Needs (SLCN) Autistic Spectrum Disorder	Cognition and Learning	Specific Learning Difficulty (SpLD)-Dyslexia, Dyspraxia, Dyscalculia	Social, Emotional and Mental Health Needs	Attachment Disorder ADHD Children affected by trauma	Sensory and/or Physical Needs	Visual impairment (VI) Hearing impairment (HI)
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	<table border="1"> <tr> <td></td><td>Physical Impairment Sensory Processing Disorder (SPD)</td></tr> </table> Some pupils may have identified needs that may be in more than one category. This includes pupils with an Autistic Spectrum Disorder or Down's Syndrome diagnosis.		Physical Impairment Sensory Processing Disorder (SPD)
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How we identify and assess pupils with SEN	Teachers, in consultation with the SENCo, will use observations and assessments to determine where there is a Special Educational Need. Evidence may be drawn from a number of sources and may include: • Performance against national expectations • Pupil progress • Standardised testing • Knowledge checks • Response to interventions to address gaps • Specialist agency assessments • Information from previous school where a Special Education Need has been identified and Special Educational Needs support (SENS) has been put in place. • Impact of any disability on educational performance • Information from parents • Dudley's Ordinarily Available Inclusive Provision (OAIP) Guidance • For some of our children, who are not working at age related expectations, we use the Ascent Assessment Tracker (AAT)-formerly DAPA-to measure and evidence small step progress (approved by Dudley Local Authority).		
The arrangements for consulting parents of children with SEND and for involving them and their child in their education	Children's progress is regularly monitored. Where there are any initial concerns teaching staff action appropriate differentiation and keep a record of this provision. Where concerns persist, the child is discussed and recorded as a "Cause for Concern" with the SENCo. This is monitored for a term (12 weeks) and then the decision is made as to whether to continue at this level or that it is appropriate for the formal Assess, Plan, Do, Review process will begin and the child's name will be added to the school's SEND register and parents/carers are formally notified of this. Once a decision is made that a child requires some additional support, parents/carers will be contacted either by telephone or a face-to-face meeting will be arranged where possible. All information regarding school's concerns will be discussed sensitively. This is an information gathering and sharing opportunity, where the member of staff will liaise with parents/carers to collect as much information as possible; this is to ensure if necessary, that the correct onward referral is made. Parents/carers hold the most valuable information regarding their		

	child; therefore their support is vital to the child receiving the correct help and support to aid their success. Parents/carers will be consulted throughout this process. Where appropriate, depending on their age and developmental stage, the child may be involved in this process to ensure their needs and wishes are taken into account regarding their educational, medical, physical or emotional needs. After this process a referral to a specialist external agency may be made. This could be one of many agencies, however, not all referrals warrant outside support. Almost always, in the first instance, early school interventions are put into place. This is because there are often lengthy waiting times for specialist services outside of school therefore valuable time could be lost. Parents and carers will be fully involved in the assessment process of children with SEND, reviewing and evaluation of any interventions in place at school.
How we make provision for all children with SEND	Our provision is underpinned by a graduated approach, as identified in the SEND Code of Practice (2015) All teachers are teachers of children with SEND. High quality teaching is at the heart of our provision. Staff implement advice set out in Dudley's OAIP guidance. This will include differentiation and reasonable adjustments for individual children where this is required. ↓ Special Educational Needs Support-At this point child's name will be added to the school's SEND register, which is co-ordinated by the school's SENCo. SENCo involvement where any concerns persist. Any concerns will be shared with parents/carers. The class teacher and SENCo will work together to identify the nature of any Special Educational Need and any intervention/support necessary to address barriers to learning. At this point, school will put in place targeted support to meet the individual needs of the learner. This may be an intervention to support improved progress and/or any necessary reasonable adjustments. ↓ Seeking specialist assessment and/or advice for those pupils with a higher level of need. ↓ Where needs cannot be met within the school's notional budget it may be necessary to make a request for statutory assessment (Education and Health Care Needs Assessment). This may result in the issue of an Education and Health Care Plan (EHCP). Parents have the legal right to make their own request for a statutory assessment of their

	child's needs. The application is made to the local authority in which the individual resides and the decision to issue an EHCP is made by the local authority. For further information regarding EHCPs, see relevant Local Offer as detailed in the school's SEND policy.
How we evaluate the effectiveness of provision for children with SEND	• Following consultation with parents of children/children themselves (where appropriate) on the SEND register (including those with an EHCP), Individual Education Plans (IEPs) are put in place. The attainment, progress towards SMART targets and impact of provision outlined within each child's IEP is reviewed at appropriate intervals (usually every 3 months) and any necessary adjustments made. Each review is shared with the child (where appropriate) and their parents. • For children who receive specialist assessment from the Learning Support Service, external monitoring of these targets is scheduled for approximately every six months. There will usually be a review meeting with the specialist teacher, parents/carers and the SENCo to discuss impact, next steps and provision. Targets set by Learning Support Service are incorporated into each child's IEP. • Provision is also monitored and supported by Communication, Interaction, Physical and Sensory Service, Speech and Language Therapy Service, Visual Impairment Service and other agencies, as necessary. • The SENCo engages in Pupil Book Studies involving children with SEND, to quality assure their provision as well as attends termly pupil progress meetings with individual class teachers to discuss the attainment, progress and provision of children with SEND. They use this data and knowledge about the children with SEND to track their progress and evaluate effectiveness of provision. This is to ensure that any interventions are having a positive effect on outcomes. If it is found that the intervention is not making a positive contribution to the children's learning, the provision is re-evaluated and a different intervention will be put in place. • The SENCo, other members of the Senior Leadership team and SEND Governor meet to review the quality of the school's provision as part of school improvement.
The arrangements for assessing and reviewing progress	In line with the SEND Code of Practice (2015), we follow the Assess, Plan, Do, Review cycle. Assess Consultation with all parties including children, parents/carers/teaching staff/SENCo/specialist advice (as appropriate)

	Assessment of need ↓ Plan Measurable targets (SMART) are put in place and shared with parents (IEPs) Intervention and support put in place with an appropriate start, finish and review date ↓ Do Class teacher retains responsibility for the pupil both in the classroom and any interventions that may take place outside of the classroom Interventions may be provided by teaching staff, teaching assistants, SENCo or specialist agencies ↓ Review These are reviewed at least three times a year with all relevant parties contributing Where an EHCP is in place, an Annual Review meeting is held where the needs, outcomes and provision are reviewed. Short term targets are reviewed termly, as detailed above. When each cycle is completed and the impact reviewed, the decision is then made as to whether the Special Educational Need persists or whether it is appropriate to remove the pupil from the SEND register. It may also be appropriate at this stage to make a request for specialist assessment of need or an Education and Health Care Needs Assessment (EHCNA), see local offer for further information.
The approach to teaching children with SEND	All teachers are teachers of children with SEND. High quality teaching is at the heart of our provision. This will include differentiation and adjustments for individual children where this is required. Teachers retain responsibility for all children in their class, regardless of the level of need. This includes any targeted interventions or provision that may take place outside of the classroom. Most of the support put in place will be in the classroom. This may involve the use of specialised resources or equipment, any necessary reasonable adjustments or a higher level of support. Staff implement advice outlined in Dudley's OAIP guidance. Any advice, strategies and support provided by external agencies feeds into children's IEPs and is acted upon by class teachers. Any additional intervention work is delivered by appropriately trained staff. If in receipt of additional intervention outside of the classroom, where possible, we will endeavour to ensure that

	children do not miss the same lessons each week and catch up on any learning that may have taken place in the classroom. The school SENCo co-ordinates and supports staff in the implementation of the school's SEND provision.
How the curriculum/learning environment for children with SEND is adapted	Children have access to a broad and balanced academic and social curriculum. Any reasonable adjustments made to facilitate access to the curriculum will be informed by any advice from the SENCo and/or specialist agencies. These adjustments may involve: • The use of assistive technology • Augmentative communication such as the use of visual prompts • Furniture and seating • Use of an engagement curriculum • Personalised learning • Level of support from staff In school, we have a Care Room and a lift to facilitate access to the physical environment. There is also allocated disabled parking on the main school car park. Children also use alternative entrances to school. Some children are based in The Nest, our onsite internal inclusion hub so they can access small group teaching in an adapted environment-see The Nest: Internal Inclusion Hub policy for further information.
How children with SEND are supported to enable their engagement in all school activities	There is no discrimination at Howley Grange regarding engagement in activities. All children, regardless of need, are given the same opportunity to engage in any activities within the school day or extra-curricular activities. If a child with SEND requires additional support to access these activities, reasonable adjustments will be put in place to allow them to participate as fully as possible. This includes school trips and visits.
Support available for children with Social, Emotional and Mental Health needs, particularly those with SEND.	Pastoral support is crucial to all children having a sense of worth and feeling they belong and can contribute to school life. All children are encouraged to discuss any worries and concerns with a member of staff whom they trust. All staff will ensure all concerns are logged as per school policy, any referrals are made and that follow up care is provided. Any allegations of bullying will be dealt with immediately and reported to a member of the Senior Leadership Team. Mrs Trueman-Brown (Deputy Head Teacher and DSL) has completed the Senior Mental Health Training and is the school's Mental Health lead. Miss Russell (former SENCo) has completed the Youth Mental Health First Aider training. Advice from Dudley's OAIP guidance is also deployed by all staff where appropriate.

	The SENCo is full time and is only class based for 2.5 days of this so is able to provide additional pastoral support for children with SEND. Where necessary, assessments will be undertaken to identify if there are underlying needs. This may involve the involvement of health professionals, CAMHS, Educational Psychology or the Sycamore Outreach Service. Following this, appropriate support and provision will be actioned as per their advice. It may also be necessary for a multi-agency approach to be actioned through the Family Help process.
Staff expertise, their SEND training and how specialist support is secured	The SENCo is currently working towards the National Professional Qualification for SENCOs (NPQSENCO). Miss E Williams also attends the SENCo network meeting in Dudley and frequently liaises with other SENCOs. Miss Williams has also attended training on the use of the Ascent Attainment Tracker (AAT). Our school staffing profile consists of a high number of staff that have many years' experience working with children with a range of SEND. Staff have received, and will continue to receive, relevant ongoing training/advice around SEND from specialist agencies, as appropriate. They are also aware of and refer to Dudley's Ordinarily Available Inclusion Provision (OIAP) guidance.
Information on equipment and resources for children with SEND and how this is secured	• Resources are allocated by need. • Staff support is mapped on our provision map determined by content of Individual Education Plans (IEPs). For pupils at SENS level, equipment and resources are provided from our notional budget. Top up funding, where applicable, as part of an EHCP, will be used to secure any equipment or resources needed.
Arrangements for supporting children with SEND in moving between phases of education	Children who transfer into Howley Grange either from a preschool, nursery, another school or home will be supported at a level appropriate to their needs. Early Years Foundation Stage (EYFS) teachers hold individual pupil meetings with parents/carers in the summer term before children start school. Any concerns/need for additional support will be shared with the SENCo. The SENCo and class teacher will also liaise with, and possibly visit, the previous setting to gather information around the child. Settings usually provide information to the school. Upon arrival to school, baseline assessments are completed as part of the Assess, Plan, Do, Review Cycle to ascertain children's next steps in their learning. These are always completed alongside an adult familiar to them and are done so in a non-threatening, low-stake manner. All children complete the national, statutory Reception Baseline Assessment within 6 weeks of starting Reception. At the end of each academic year the transition into new year groups is carefully managed. The transition is matched to the needs of the individual and may include:

	• Additional previsits • Social story work • Passport/one page profile • Class teacher meetings We will work with other education providers when a pupil is moving on to or from another school. This includes liaison through teacher meetings with the secondary school SENCo, sharing of information (with consent), and opportunities to access managed visits to the new setting or provision. Some children also may be supported in their transition to secondary school by external agencies such as Communication, Interaction, Physical and Sensory (CIPS) service. All children have the opportunity to visit secondary schools as part of the Year 6 curriculum. Access arrangements for statutory assessments are managed by Mrs E.North (Year 6) and Miss A. Lewis (Headteacher), following liaison with the SENCo.
How the school involves external agencies e.g. health, social care, LA support services and voluntary organisations) in meeting the needs of children with SEND.	We welcome and value all external support from other agencies to access specialist advice and support to enable us to meet need. Any involvement from external agencies will always be agreed by parents/carers (unless a safeguarding reason prevents this) and any outcomes shared with them. Outcomes will also be shared with any relevant parties (with parental consent). There are clear procedures in place to secure such provision. We commission some support such as Dudley Learning Support Service. We also access some support from health care professionals and social care professionals The agencies we currently work with include: • Speech and Language Therapy Service • Dudley/Sandwell/Birmingham Educational Psychology Service • Educational Psychology for Everyone (EPE) • Dudley Learning Support Service • Sycamore Outreach Service • Visual Impairment Service • Hearing Impairment Service • Child and Adolescent Mental Health Services (CAMHS) • Occupational Therapy Service (OT) • Communication, Interaction, Physical and Sensory Service (CIPS) • Physical Impairment and Medical Inclusion Service (PIMIS)
Arrangements for complaints concerning the school's provision for children with SEND	We aim to provide the best quality provision and education for all children, including those with SEND. We aim to support parents and children by working in partnership. It is important to us that parents feel supported and part of the process. Sometimes you may have an issue/concern, if this is the case, we strongly urge you to air this as soon as the issue arises, in the first instance with the

	child's class teacher and if necessary, the SENCo. This will allow us to investigate your concern immediately and hopefully resolve the issue and find a solution that you are happy with. Should this not be the case, any complaints should be made by following the school's complaints policy. This can be found on the school's website and details school procedures and Local Authority contacts should parents/carers feel that the issue remains unresolved. If this is the case, a complaint should be made to Dudley Local Authority. This can be done via the council web page.
Contact details of support services for parents	Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) Dudley (formerly known as Dudley Parent Partnership) Address: Trafalger House 47-49 Kings House Dudley DY2 8PS Telephone: 01384 236677 Email: parent.cs@dudley.gov.uk Website: www.dudley.gov.uk/dpp Sandwell www.sandwellsendiass.co.uk Birmingham www.birmingham.gov.uk/info/50258/sendiaass
Links to Local Offers	Dudley https://www.dudley.gov.uk/residents/dudley-local-offer/ Sandwell https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page Birmingham https://www.localofferbirmingham.co.uk/

Last Reviewed: September 2026 (by Miss E Williams)

Next Review: September 2027 (or as necessary if there are any significant changes)