



## **INCLUSION POLICY**

**Prepared by:** S Jones

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# INCLUSION POLICY

## Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or a young person has 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 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language from their home is different from the language in which they will be taught.

**The SEND local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Dudley that have an Education, Health Care Plan and those who do not have a plan, but still experience some form of special need. The SEND local offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.**

<https://www.dudley.gov.uk/residents/dudleys-local-offer/> (Dudley MBC local offer)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> (SEND Code of Practice)

[http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf) (Children & Families Act 2014)

UN Rights of the Child <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”*

**SEND Code of Practice (2014 : Para 1.24)**

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level.” (pg68)*

**SEND Code of Practice 2014**

### Inclusion Statement

- We endeavour to provide full inclusion for all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all children and materials appropriate to their interests and abilities. This ensures that all children have full access to the National Curriculum.
- Special Educational Need may indicate delayed or slower progress; therefore, we make every effort to narrow the gap in attainment between vulnerable groups of learners and their peers.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning – and special educational needs; programs of study will reflect the need of the individual child. Accurate assessment of need, carefully planned and implemented programmes, which address the root causes of any learning difficulty, are essential to aid the success of our pupils.

### Aims and Objectives of this Policy

Rufford Primary School and Nursery aims to provide every child with access to a broad and balanced education. This includes the National Curriculum and EYFS Framework in line with *Special Educational Needs Code of Practice*.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards pupils at all times.

The aims of our inclusion policy and practice at Rufford Primary School are:

- to provide curriculum access for all
- to make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum
- to monitor the progress of all pupils in order to aid the identification of pupils with SEND
- to secure high levels of personal achievement for all
- to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to work in cooperative and productive partnership with outside agencies when the pupils' needs cannot be met by the school alone, to ensure there is a multi-agency approach to meeting the needs of vulnerable learners
- to work with parents to gain a better understanding of their child, and involve them in all stages of their child's education
- to promote the personal, social, moral and cultural development of all children
- to recognise and celebrate the progress and achievements of every student
- to "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014)

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion Manager, Sandra Jones, who is responsible for reporting regularly to the headteacher and the governor responsible for SEND on the ongoing effectiveness of this policy.

The Designated Teacher for children who are looked after (CLA), Sandra Jones, has strategic responsibility for the inclusion of children who are currently in and post local authority care.

More able student coordinator, Sandra Jones, is responsible for monitoring the level of challenge provided for children showing an aptitude or flair within a particular curriculum area.

Rufford Primary School uses a graduated response to meet the needs of all children:

#### Stage 1 Well-differentiated QFT (quality first teaching), including, where appropriate, the use of small group interventions – known as Cause for Concern

- All learners will have access to QFT.
- Learners who need support have access to carefully differentiated activities related to the curriculum.
- Pupils are identified using ongoing assessment. Staff then isolate specific areas of need which are addressed to allow pupils to access the next stages of their learning. The pupils in these target groups are not necessarily pupils with special educational needs. This is differentiation of the National Curriculum – not a targeted intervention for pupils with SEND.
- All vulnerable learners have an individual provision map recording all additional interventions. This allows the school to:
  - plan strategically to meet pupils' identified needs and track their provision
  - audit how provision matches need
  - recognise gaps in provision
  - highlight repetitive or ineffective use of resources
  - demonstrate to all staff how support is deployed
  - inform parents, LA, external agencies and Ofsted about resource deployment

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Interventions are updated termly (sooner if targets have been met) through PPM meetings between staff and senior management, including the Inclusion Manager. This is an opportunity for staff to evaluate the effectiveness of the interventions which have been delivered and to identify who may need an intervention during the next term. We follow an assess, plan, do, review cycle.

### Curriculum Access and Provision for learners with additional needs

Where children are underachieving and/or identified as having special educational needs, the school provides a variation of teaching methods and a combination of approaches to address targets identified for individual pupils:

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored through pupil progress meetings and intervention meetings)
- individual in class support or withdrawal
- differentiation of resources

### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observations by the SENCo and senior leaders
- ongoing assessment of progress made by intervention pupils
- scrutiny of planning and intervention plans
- teacher discussions with SENCo
- pupil progress meetings
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress
- SENCo report to governors
- information for parents via the school website, including the local offer
- underachieving pupils and pupils with EAL who do not have a special educational need will **not** be placed on the SEND list of pupils being offered additional SEND support (but they will be identified on the whole school and cohort provision maps)

### Stage 2 Additional SEND support

Pupils are offered additional SEND support if interventions have not been fully effective in raising attainment or allowing children greater access to learning. They require intervention which is “additional to” or “different from” the already differentiated curriculum offered to all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

A list of pupils is kept and updated regularly by the SENCo to reflect the current need for SEND support across school. This is then transferred to Integris so that the census is up to date. The SEND register can be found in the senior staff office.

Pupils with SEND needs, access outside agency support and intervention. Experts from outside agencies such as; Learning Support Service, Speech and Language Therapy and Educational Psychology are invited into school to assess individual pupils. From their reports and suggested targets the SENCo writes an IEP which is shared with parents, staff and teaching assistants. Class teachers are ultimately responsible for the delivery of these targets and use them to plan differentiated work for the identified pupils within the classroom. In addition, there are individual withdrawn sessions led by designated teaching assistants, who have copies of IEPs from which to work. Teaching assistants keep detailed records of pupil progress on the IEPs on a weekly basis and use these targets to discuss pupils in meetings with both SENCo and outside agencies.

The input from our teaching assistants ensures that the pupils all have dedicated time to work on their areas of need.

- It may be decided that some pupils on the SEND list require additional High Needs funding, for which an application needs to be made to the local authority using the correct referral paperwork, to ensure that their underlying special educational need is being addressed. This may particularly be the case when outside agencies have been involved in assessing the pupil or contributing to their provision.

- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-agency assessment process with health and social care to consider the need for an Educational Health Care Plan. (EHCP).

Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

- SEN support IEPs are written by the SENCo using targets provided by outside agencies. These IEPs are used by class teachers to plan personalised provision within the classroom but also as previously mentioned by teaching assistants to deliver 1:1 Sessions.
- These IEPs are reviewed under the service level agreements made with outside agencies. Learning Support Service and SENCo currently monitor and review targets on a termly or bi-termly basis, depending of the needs of the child. Speech and Language targets are reviewed annually unless it is felt by school staff that this needs to be done more frequently. In this case a re-assessment referral can be made.
- IEPs only record that which is *additional to or different from* the differentiated curriculum which is in place for all children. Targets address the underlying reasons why a pupil is having difficulty with learning.
- They have been devised so that they are manageable and easily monitored regularly.
- Our IEPs state what the learner is going to learn not what the teacher is going to teach and are clear about what the pupil will be able to do by the end of the given period.
- Targets for an IEP are arrived at and agreed through: discussion between the SENCo and class teacher; with parents and carers; with outside agencies and professionals.

### Stage 3 Education Health Care Plan

- Pupils with an Educational Health Care Plan have access to all arrangements for pupils on the SEND list (as above) and, in addition to this, have an Annual Review of their EHCP.
- Our school complies with all local arrangements and procedures when applying for:
  - higher needs block funding
  - an Education Health Care Plan

and ensures that all pre-requisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage. Evidence of this support is clear and detailed outlining all previous support and interventions and possible reasons for lack of impact. Our review procedures fully comply with those recommended in Section 6.15 of the Special Needs Code of Practice and with local policy and guidance.

### Roles and Responsibilities

#### Headteacher

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Needs Coordinator (SENCo – Inclusion Manager).
- The Headteacher will be informed of the progress of all vulnerable learners and any issues about the school's provision.

#### Special Needs Coordinator – Inclusion Manager

The SENCo, Sandra Jones, will have 2 days allocated to the management and coordination of SEND, Higher Learners, CLA across school from nursery to Year 6.

In line with the recommendations in the SEN Code of Practice 2014, the SENCo will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of interventions for vulnerable learners.
- Identifying this on a staged list of pupils with special educational needs – those in receipt of additional support from the schools devolved budget – Cause for Concern and SEND, those in receipt of Higher Funding and those with Education Health Care Plans.
- Coordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.

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- Overseeing the records on all children with Special Educational Needs.
- Contributing to the in-service training of staff.
- Implementing a programme of annual review for all pupils with an Education Health Care Plan.
- Carrying out referrals to outside agencies and the Local Authority when requesting additional funding.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils to secondary school and between key stages within school.
- Monitoring the school's system for ensuring that IEPs, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils.
- Evaluating the impact and effectiveness of additional interventions for all vulnerable learners.
- Meeting at least termly with each teacher to review and revise provision.
- Liaising and consulting sensitively with parents/ carers of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending SENDCo forum meetings as well as other CPD opportunities where appropriate.
- Liaising with the school's Inclusion Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs.
- Liaising closely with a range of outside agencies to support vulnerable learners.

### Class teacher

- Liaising with the SENCO to agree:
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their individual interventions monitored through the cohort and individual provision maps
  - which pupils require additional support because of a special educational need and need to be added to the school's SEND list.
- Securing good provision and good outcomes for all groups of vulnerable learners by:
  - providing differentiated teaching and learning opportunities
  - ensuring that there is adequate opportunity for pupils with special educational needs to work on agreed targets
  - ensuring effective deployment of resources – including teaching assistant support – to maximise outcomes for all groups of vulnerable learners.

### Inclusion of pupils who are working at a higher level

At Rufford we deem these children to have an 'Aptitude' or 'Flair' in a particular area. The term 'aptitude' refers to pupils who have broad range of achievements at a high level.

Those children who show an aptitude have well developed learning skills across the curriculum. The term 'flair' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning:

- physical talents (sports, games, skilled, dexterity)
- visual/ performing abilities (dance, movement, drama)
- mechanical ingenuity (construction, object assembly, systematic, working solutions)
- outstanding leadership (organiser, outstanding team leader, sound judgements)
- social awareness (sensitivity, empathy)
- creativity (artistic, musical, linguistic)

We respect the right of all children in our school, irrespective of differences of ability, to access a number of areas of learning, and to develop the knowledge, skills and understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that considers the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest standards

A very able or talented pupil will be identified using a variety of methods. The specific procedures will vary according to subject area but will include elements of the following:

- teacher nomination

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- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self-nomination

### Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning providing:

- a common activity that allows the children to respond at their own level
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment

### Inclusion of pupils who are cared for by Local Authority (CLA)

Our school recognises that:

- Children who are looked after or previously looked after in local authority care, have the same rights as all children but will most likely have additional needs.
- There are commonly understood reasons why children who are looked after in local authority care often fail to make expected progress at school:
  - placement instability
  - unsatisfactory educational experiences of early carers
  - too much time out of school
  - insufficient help if they fall behind
  - unmet needs – emotional, mental, physical

These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

- There is statutory requirement for all schools to have a designated teacher for children looked after and previously looked after (CLA). Sandra Jones is the DT at Rufford Primary School.
- The responsibilities of the designated teacher include:
  - Monitoring the progress of children who are looked after or previously looked after, to ensure that they have the best life chances possible and access to the full range of opportunities in school.
  - Ensuring that children who are looked after or previously looked after have access to the appropriate network of support.
  - Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.
  - Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.
  - Preparing a report, either paper or electronic, on the child's educational progress to contribute towards statutory review (PEP).
  - Liaising with the child's social worker to ensure that there is effective communication at all times.
  - Suggesting ways in which the Pupil Premium Plus money for CLA pupils should be spent whether that be an in-school intervention, such as tutoring or paying for outside activities such as swimming or dance classes.
  - Celebrating the child's success and acknowledge the progress they are making.
- Our school works closely with local authorities virtual schools which promote the educational needs of CLA and monitors admissions, PEP completion, Pupil Premium spending, attendance and exclusions.
- Sandra Jones will attend training and meetings specifically targeted at designated teacher for looked after children.

### Mental health of children looked after

Children who are looked after and previously looked-after are more likely to experience the challenge of social, emotional and mental health issues than their peers e.g. struggle with executive functioning skills,

forming trusting relationships, social skills, managing strong feelings (e.g. shame, sadness, anxiety and anger), sensory processing difficulties, foetal alcohol syndrome and coping with transitions and change. This can impact on their emotional and educational progress. It is key that designated teachers have awareness, training and skills regarding these children's needs and how to support them, particularly in relation to behaviour management and mental health.

### **Inclusion of pupils with English as an additional language (EAL)**

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers.

Pupils will be assessed through ongoing teacher assessment, which will be monitored by the Inclusion Manager, Sandra Jones. Regular meetings with involved staff will take place, following the assess, plan, do, review cycle.

### **Teaching and Learning**

Staff can help pupils learning English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary.
- By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
- Recognising that EAL pupils may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

### **Access and Support**

- All pupils will follow the full school curriculum.
- EAL pupils may be supported through a Teaching Assistant in the classroom.
- Where necessary, withdrawal support may take place.

### **Monitoring and Evaluation – How do we know it's working?**

- Book trawls will be carried out on a regular basis to identify that learning which has been set for the identified pupils is challenging them.
- Pupil progress is tracked using the cohort assessment data and class provision maps which are produce by the assessment coordinator and the inclusion manager. These feed into half termly PPMs (pupil progress meetings).

The Inclusion Manager will provide an annual report for the Governing Body outlining the effectiveness of the policy; this will include information relating to the following areas:

- the numbers of pupils identified
- a summary of the strategies which have taken place to support and encourage these pupils
- details of extra-curricular activities available and the take up rate by the pupils
- details of any in-service training undertaken
- priorities for the coming year

### **Mental Health and Wellbeing Support**

At Rufford Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

All staff are responsible for the mental health care of pupils.

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Initially, a staff member may identify a mental health need, which is discussed with SMT; observations will be recorded on CPOMs. Parents will be informed of concerns; intervention will initially be provided by our pastoral/nurture team in school. Following discussion of progress or concerns, children may be referred to the School Health Advisor or the Mental Health Support Team, through Sandra Jones, MHST the lead at Rufford; parents may be advised to seek the advice of their GP. Should outside agencies need to be involved, appropriate bodies, i.e. EP, Counselling Service, will be contacted after full consultation with appropriate staff and parents.

### **Facilities and Physical Access**

Rufford Primary School is a single site school, built on one level. There are several entrances to the school, all are accessible to wheelchairs. There is an accessible toilet for students or adults with disabilities. Students requiring equipment due to any impairment will be assessed in order that the provision needed can be provided.

### **PEEP's (Personal Emergency Evacuation Plans)**

From September 2009 we have been required by the Physical and Sensory Service to complete a questionnaire for pupils with visual, hearing, physical or medical conditions, concerning their ability to evacuate the building in an emergency. If the questionnaire raises any areas for concern then an individual evacuation plan has to be written for these children/ staff. Named Fire Marshalls will be allocated as needed.

We feel that our evacuation procedures ensure the safety of all our pupils and children who do fall into this category are aware of what they should do in an emergency. (This will be constantly monitored and reviewed throughout the year).

### **Risk assessments**

Pupils who have a physical, visual, hearing or medical need are now required to have their own risk assessment written for them, particularly when they are participating in any out of school trip or visit. These will be written by the staff involved in the visit.

*"The level of ability of the child or any SEN that he/ she may have plays no part in the Admissions Policy of this school."*

### **SEN budget**

A sum of money is allocated from the school's budget. This is used mainly for service level agreements between the school and outside agencies, such as LSS and EP. Any additional resources for Special Needs are sourced as needed. This does not include CPD training needs for SENCo and TAs.

## External Support

|  |  |   |  |
|--|--|---|--|
| <p>Educational Psychology<br/>Sasha Madair<br/>Dudley Educational Psychology Service</p> <p>Email: <a href="mailto:eps@dudley.gov.uk">eps@dudley.gov.uk</a><br/>Website: <a href="https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-educational-and-child-psychology-service/">https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-educational-and-child-psychology-service/</a></p> |  | <p>Child and Adolescent Mental Health (CAMHs)<br/>The Elms<br/>Slade Road<br/>Colley Gate<br/>Halesowen<br/>B63 2UR</p>   |  |
| <p>Autism Outreach Team<br/>Council House<br/>Mary Stevens Park<br/>Stourbridge<br/>DY8 2AA<br/>01384 814215<br/>Website: <a href="http://www.dudley.gov.uk/sis">www.dudley.gov.uk/sis</a></p>   |  | <p>The Physical and Sensory Service<br/>Council House<br/>Mary Stevens Park<br/>Stourbridge<br/>DY8 2AA<br/>01384 814215</p>  |  |
| <p>Visually Impaired Service<br/>Council House<br/>Mary Stevens Park<br/>Stourbridge<br/>DY8 2AA</p> <p>01384 814215<br/>Website: <a href="http://www.dudley.gov.uk/sis">www.dudley.gov.uk/sis</a></p>   |  | <p>Learning Support Service<br/>Alicia Simpson/ Louise Shakleton, Head of Service,<br/>Learning Support Service<br/>Saltwells E.D.C.<br/>Bowling Green Road,<br/>Netherton<br/>DY2 9LY.</p> <p>01384 813733</p> |  |
| <p>Dudley SENDIASS<br/>Saltwells Education Centre, Bowling Green Road, Netherton,<br/>Dudley, West Midlands, DY2 9LY</p> <p>01384 817373</p>   |  | <p>The Counselling Service<br/>Council House<br/>Mary Stevens Park<br/>Stourbridge<br/>DY8 2AA</p> <p>01384 814361</p>  |  |
| <p>Trish Haley<br/>School Health Advisor<br/>Brierley Hill Health and Social Care Centre<br/>Venture Way<br/>Brierley Hill<br/>DY5 1RU<br/>01384 321222</p>  |  | <p>Occupational Therapy<br/>Brierley Hill Health and Social Care Centre<br/>Venture Way<br/>Brierley Hill<br/>DY5 1RU<br/>01384 321222</p>  |  |
| <p>Speech and Language Therapy Department<br/>Catherine Mullaney<br/>Brierley Hill Health and Social Care Centre<br/>Venture Way<br/>Brierley Hill<br/>DY5 1RU<br/>01384 321222</p>  |  | <p>SEN Team<br/>Sarah Goodwin (Case Officer)<br/>01384 813686</p>   |  |
| <p>Hearing Impaired Service<br/>Brierley Hill Health and Social Care Centre<br/>Venture Way<br/>Brierley Hill<br/>DY5 1RU<br/>01384 321222</p>   |  |   |  |
| <h3>Specialist settings</h3>   |  |   |  |
| <p>Woodsetton School<br/>Reception - year 6<br/>01384 818265<br/><a href="http://www.woodsetton.dudley.sch.uk">www.woodsetton.dudley.sch.uk</a></p>  | <p>The Brier<br/>Reception - year 6<br/>01384 816000<br/><a href="http://www.brier.dudley.sch.uk/">http://www.brier.dudley.sch.uk/</a></p>               | <p>The Rowan School<br/>Ages 5-11 years<br/>01902 679877</p>  |  |
| <p>The Wenlock School<br/>Ages 7-18 years<br/>01384 884 883<br/><a href="mailto:info@wenlockschoo.co.uk">info@wenlockschoo.co.uk</a></p>   | <p>Halesbury School<br/>Reception – KS4<br/>01384 818630<br/><a href="https://www.halesbury.dudley.sch.uk/">https://www.halesbury.dudley.sch.uk/</a></p> | <p>Rosewood School<br/>Yr5-KS4 Boys<br/>01384 816800<br/><a href="http://www.rosewood.dudley.sch.uk/">http://www.rosewood.dudley.sch.uk/</a></p>  |  |
| <p>The Sutton School<br/>KS3, KS4<br/>01384 818670<br/><a href="http://www.sutton.dudley.sch.uk/">http://www.sutton.dudley.sch.uk/</a></p>   |  |   |  |