



HOLY TRINITY CE PRIMARY SCHOOL

*Strength for today,
Bright hope for tomorrow*

Policy: SEND Report and Policy

Previous Review: September 2018

This Review: September 2019

Next Review: September 2020

Frequency of Review: Annually

Responsible Committee: Full Governing Body

Holy Trinity CE Primary School

Strength for Today, Bright Hope for Tomorrow

Special Educational Needs and Disabilities Policy



Our school vision is rooted in the book of Isaiah chapter 40 verse 31 which tells us that those who have hope in the Lord will renew their strength.

Our hope in God leads us to have high aspirations for our learning community, including those with special educational needs and disabilities. We value the uniqueness of each child, made in the image of God, and seek to provide a holistic, enriched curriculum and pastoral care, empowering everyone with the strength, knowledge and wisdom to succeed and flourish.

Christian values are embedded in all aspects of school **practise** and support us in achieving a safe and supportive learning environment where the rights of all children are respected. This is consistent with the Church of England Vision for Education (Autumn 2016) and our status as a UNICEF Rights Respecting School.

Legislation & Guidance

This policy details Holy Trinity CE Primary School's approach to supporting children with special educational needs and/or disabilities (SEND) and explains how we fulfil the responsibilities outlined in the SEND Code of Practice 0-25 (Jan 2015).

This policy also takes into account the following guidance and documents: Equality Act 2010; Advice for Schools (DfE Feb 2013); Schools' SEND Information Report Regulations 2014; Children and Families Act 2014; Teachers' Standards 2012.

It is reviewed annually to ensure that it reflects current legislation and guidance.

Camden's Local Offer

We recommend that parents read this policy in conjunction with Camden's Local Offer. This provides information about SEND services and support offered by the local authority and can be found at:

www.localoffer.camden.gov.uk

Staff and Governors Responsible for Children with SEND

The SEND Code of Practice (Jan 2015) makes it clear that teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND. Therefore your child's class teacher would normally be the first point of contact, if the child is already at the school. However, there are also staff with specific roles and responsibilities with regard to SEND.

Inclusion Leader

Ms Keeley McCleave, the Inclusion Leader (sometimes called a SENDCo), has completed the National Award for Special Educational Needs Coordination (NASCO). She is also part of the school's Senior Leadership Team, which ensures that the needs of SEND children are at the forefront of any decision making. Keeley has been teaching at Holy Trinity for almost 15 years and so has a good grasp of our children's and families' needs. Her duties as Inclusion leader are:

- Overseeing the day-to-day operation of this policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's SEND budget and other resources to meet children's needs effectively
- Monitoring the progress of children with SEND, including overseeing annual reviews
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition period is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEND up to date

Ms McCleave can be contacted via the school office on 020 7435 9089.

Definition of SEND

The 2015 Code of Practice states that:

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Factors other than SEND that can impact on a child's progress and attainment

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEND. There are many factors that can impact on a child's progress and attainment other than SEND. These include:

- Poor attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being the child of a serviceman/servicewoman

Support is provided for all vulnerable children where there are factors which may impact on progress and attainment, though this does not mean they will be registered as having SEND. *Funding for this type of additional support will be taken from an alternative funding stream.*

The Types of Special Educational Needs and Disabilities for which Provision is made at Holy Trinity CE Primary School

The current SEND Code of Practice categorises SEND under the following four broad headings:

- **Communication and Interaction** e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and Learning** e.g. Specific Learning Difficulties (SpLD), moderate learning difficulties (MLD), Severe Learning Difficulties (SLD)
- **Social, Emotional and Mental Health** e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury
- **Physical and Sensory** e.g. Visual impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.

Whilst each child's needs are unique, the above categories help the school to broadly plan provision. Some children may have needs in more than one category.

Access - Limitations of the school site

At Holy Trinity we take our duties under the Equality Act 2010 towards disabled children seriously and we continue to implement a programme of improvements to the school building in order to make it accessible to more children. However, the nature of the school site will make access very difficult for children with some types of physical disability. The school, including the playground, is situated on a steep slope and the upstairs classrooms are all reached via tight staircases. Unfortunately we are unable to change the topography of the site or increase the footprint of the school building. Parents of children with mobility difficulties are advised to visit the school and meet with the Inclusion Leader before applying for a place, so that they can make an informed judgment as to whether the school can meet reasonably meet their child's physical needs.

Medical Conditions

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Parents are asked to alert the school office to any medical conditions that their child may have and provide contact details for their GP. Children may require an individual health care plan that will normally specify the type and level of support required to meet the child's medical needs.

This should be drawn up by medical staff and shared with the school. Where a child also has SEND, their provision will be planned and delivered in a coordinated way with the healthcare plan.

For further information read the school's policy entitled 'Supporting Pupils with Medical Conditions'.

How we identify SEND at Holy Trinity

At Holy Trinity CE Primary School, we place great importance on the early identification of children with barriers to learning and recognise the need for early intervention. We have clear procedures in place that help us to identify children that need to be monitored or those needing extra or different provision on the basis of the progress they make. Please note that academic progress is not the only measure we look at. Children are also measured against various developmental milestones, especially in reception.

A child is identified as making less than expected progress, given their age and individual circumstances, when their progress:

- is significantly below than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

We identify the children who are making less than expected progress through a regular and thorough assessment cycle. As part of the cycle teaching teams and the Senior Leadership Team meet termly to discuss and analyse a range of information, including test data, formative assessment data and wider observations about a child's overall development. We call these meetings Pupil Progress Meetings. Whilst additional or different provision is broadly planned from the results of these meetings, teachers are continually assessing the progress of the children in their class and adapting their planning and resources to meet their children's needs.

Parents/carers, children and staff are encouraged to share any concerns about the progress of a child with the class teacher or Inclusion Leader as early as possible. We listen carefully to what staff, children and parents tell us at any time during the year and will seek to implement support where necessary, as soon as possible.

Our approach to teaching children with SEND

All children are unique and their learning needs are different, whether they have SEND or not. Therefore, it is not possible to set out a definitive approach to teaching SEND children, because each child will require a different approach. We aim to be as responsive to the individual's needs as possible and may use a variety of different approaches to do so. These may include: different teaching strategies, additional or different resources, time with an additional adult or external professional, more time to complete tasks, additional breaks or specific intervention programmes.

Most children with SEND are educated with their peers in their classroom for the vast majority of the day and follow the same programme of study, which has been differentiated for them. Some children may need assistive devices to aid this, though most children do not. Where assistive devices are required we will seek expert advice to ensure that we provide the right support. The cost of these devices will be met either through the schools notional SEND budget or using the child's individual funding, where they have it. Some children may have a completely differentiated timetable and follow an individualised curriculum to others, if their needs require this.

Graduated Response to SEND

Quality First Teaching

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Some children may require a greater level of personalised, class-based, targeted support, which is planned by the class teachers. This may include making adaptations to the learning environment or to the method of teaching delivery, specific groupings based on need, additional adult support in class, additional learning supports such as visual aids or assistive technology, etc.

Teachers may also plan a programme of time-limited extra support that will be reviewed at the next Pupil Progress Meeting. (This is often called an intervention programme.) Where, despite personalised intervention, a child's progress continues to be unsatisfactory, the Inclusion Leader, in collaboration with parents, will decide whether to add that child to the School's SEND Register. Further investigation and support under the leadership of the Inclusion Leader will then take place. Those children who have already been identified as receiving SEND also have their needs discussed in meetings each term between class teachers and parents. These meetings will be led by the class teacher, but the Inclusion Leader will support these meetings where necessary or practically possible.

Interventions

A child's needs may be best supported by regular small-group or 1:1 withdrawal sessions each week. This support is delivered by a trained member of staff and will target specific areas of need to support a child's progress in areas of weakness. Where specific interventions are used, the pupil's progress will be measured within a given time-span. Targets will be set for the child and these will be closely monitored. The Inclusion Leader records any interventions on a whole school provision map. The progress of the child is reviewed at least termly during the process outlined above. The parents of a child who has been identified as needing intervention support will be notified of this provision. Any child who fails to make adequate progress following this cycle of Assess/Plan/Do/Review is then considered by the Inclusion Leader, who will help to plan further support or agree to identify that child as SEND Support. Parents will be consulted of this at every step.

SEND Support

A child's needs are categorised as 'SEND Support' when the child has continued to make little or no progress in specific areas over a long period despite differentiated learning opportunities together with targeted interventions. In some cases, the Inclusion Leader will need to refer a child to specialist teams, so that their needs can be properly identified and support put in place. Parents/carers will be asked for permission before referrals to specialist teams are made and the child placed on the SEND register.

Where specialist teams recommend particular strategies these will be passed on to the teaching team to embed into their differentiated planning and teaching. Sometimes, a programme is developed for individual children and will be administered by the specialist or a trained member of school staff. Targets set either by the school or the specialist team will be recorded on a child's My Plan, which will be reviewed with the child and parent on a termly basis.

The majority of pupils with learning difficulties will have their special educational needs met at 'SEND Support'. There will, however, be some who continue to experience a much higher level of difficulty than their peers in making progress in their education. Where, despite continuing intervention at SEND Support, there is evidence that the child is still experiencing severe, long-term and complex difficulties, the Inclusion Leader and parents/carers would consider referring the pupil to the Local Authority for an Exceptional Needs Grant (ENG) or an Education, Health and Care needs assessment.

Exceptional Need Grants

Camden have introduced Exceptional Needs Grants (ENG) this year. The school will apply for an ENG before an Education, Health and Care Plan (EHCP), unless the parent specifically wishes to secure a plan, or the school in conjunction with the parent feel this is the best course of action. ENGs can only be applied for when the cost of provision for the child exceeds £11,000 per year. It is intended that Exceptional Needs Grants allow the school to apply for funds in a quicker, more flexible way. Parents retain the right to request an assessment for an Educational, Health and Care Plan at any time.

Education, Health and Care Plans

An Education, Health and Care Plan (EHCP) is a statutory document that may follow a child up until the age of 25 years and will set out clearly what their needs are, what support they should get to meet those needs, and the expected/desired outcome of the support. This single plan outlines the support that a child will need for education in school, as well as support from health and care services.

The Education element of the plan will explain what is needed for the child/young person to attend school and achieve the best they can in their learning. It will state which school the child will go to and, if applicable, the support the child/young person will receive to travel from home to school. The Health element of the plan will set out any health services or health support that the child needs to ensure they can attend school and participate fully in school life. The Social Care element of the plan will set out any services that the Local Authority will provide to support the child and their family to live as 'ordinary' a life as possible.

If a child is to be assessed for an EHC Plan, the Inclusion Leader will work closely together with parents and children to explain the process and gather their views, including their hopes and aspirations for the future. A number of assessments and reports may occur during this process. These, along with any other evidence the school has collected, will be sent to a panel convened by Camden Council's Special Educational Needs and Disabilities Service, who will decide whether to proceed with an EHC Plan. In some cases, the school may be given help to access the resources in the Local Offer www.localoffer.camden.gov.uk, without the need for an EHC plan.

If Camden SEND Service agree to provide an EHC Plan, the SEND Code of Practice 2014 states that it will be drawn up within 20 weeks from the date of request. A draft Plan is sent to parents/carers for amendments and approval. It will name the school the child is to be educated at and the level of support that Camden will provide. This support varies depending on the pupils' needs and may include:

- Support from a Teaching Assistant;
- Teaching support on a weekly basis;
- Transport support;
- The provision of specialist equipment;
- Advice and direct or indirect support from outside agencies e.g. Occupational Therapists
- Specific intervention programmes

If an EHC Plan is agreed, parents/carers and children will be involved every step of the way, and parents/carers have the right to appeal if they disagree with the panel's decision. Throughout the process, parents' and/or carers' views, supported by professional assessments, will be used to create the EHC Plan. Where the child is old enough and able, we encourage the child to contribute to planning too.

Once an EHC Plan is issued, the Inclusion Leader ensures that all of the actions and provision outlined in the Plan as the school's responsibility are carried through. The outcomes and provision detailed in the EHC Plan are formally reviewed annually (led by the Inclusion Leader), in collaboration with any

relevant outside agencies, and with parents/carers and children, and is then submitted to Camden Council for approval.

Support available for supporting the emotional, mental and social development of children with SEND

At Holy Trinity we aim to promote positive mental health and wellbeing for our whole school community 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.

We support all our children's emotional, mental and social development in the following ways:

- Through the teaching and practise of Christian values
- Through learning about the United Nations Convention on the Rights of the Child
- A rigorous PHSE and Citizenship programme of study
- Involving children in decisions that affect them e.g. Rights Respecting Council
- Giving them responsibilities e.g. House Captains, drawing up class charters
- Learning mentor surgeries
- Rewards systems and assemblies

Some children, particularly those with SEND, may need further support in this area, which may include:

- Supported interactions with other pupils
- Participation of organised games at playtime
- Interventions that target the development of social skills, self-esteem or resilience e.g. Lego Therapy, Friends for Life, Circles of Support
- 1:1 sessions with the Learning Mentor
- Support from external professionals e.g. CAMHS or PLSS

Expertise and Training of Staff

At Holy Trinity we encourage and facilitate the professional development of all our staff, so that our children receive the best possible education. Most teaching assistants attend the same INSET and professional development meetings as teachers and senior leaders. We develop staff expertise in a variety of ways:

- A rigorous performance management process
- INSET days
- Weekly professional development meetings
- Regular classroom observations
- Coaching and team teaching
- Being a part of specialist teaching hubs
- Booking staff on training courses provided by the Local Authority
- Whole school working with external professionals e.g. Language and Communication Teacher
- Supporting staff who are studying for qualifications e.g. with placements
- Striving to reach awards e.g. Rights Respecting Schools Status

All Teaching Assistants receive regular training that is responsive to the SEND needs within the school. In addition, they attend individual training sessions to develop their specialist knowledge, for example about particular SENDs or approaches, or individual medical needs.

How we Evaluate the Effectiveness of our Provision

Our provision is evaluated regularly through planned cycles and informal monitoring. Examples of this include regular lesson observations, observations of interventions, book monitoring, pupil conversations and learning walks. Half-termly Pupil Progress Meetings are held for each class and the attainment and progress of all children are discussed in detail. In these meetings, support from the past term is evaluated and extra support is agreed depending on children's needs. Targets given for children with SEND are discussed and monitored to ensure progress is being made. In addition, all staff have performance management targets and the attainment, progress and wellbeing of children with SEND are considered during this process. Support is given where needed to ensure all children (including children with SEND) achieve as highly as possible. Where expected progress has not been made, provision is altered where appropriate and support provided for staff where necessary. Attainment and progress data of children with SEND are reported termly to the Governing Body.

Assessing Pupils with SEND

All children with SEND are assessed half-termly so that their progress and attainment can be monitored. Any summative assessments carried out will be at an appropriate level for the child. Some children with SEND may find it hard to access the same assessment materials as others e.g. test papers. Therefore other assessment methods will need to be used. This may include formative assessments made against individual or national curriculum targets, observations, 1:1 or group assessment tasks, reviewing completed work, results of interventions. Where support staff and other agencies are involved, teachers are expected to consult those professionals in order to get a rounded picture of what the child is able to do. Parents/carers and the child should also be asked to contribute.

SATS and Access Arrangements

The focus of all assessments is on what the child **can** do and we aim for this process to be as stress-free as possible. However, we are obliged to administer the SATS tests to most pupils, including those with SEND. A minority of SEND children, with particularly high levels of needs may be exempt, if they are unable to answer the simplest question on a standard test. Where children are required to sit the tests, we are able to support them in accordance with the access arrangements permitted by the Standards and Testing Agency (STA). These include modified papers e.g. Braille or large-print, additional time, breaks and strictly specified types of adult support.

Equal Access to a Broad Curriculum & Extra Curricular Activities

A broad curriculum and related experiences are offered to every child in the school regardless of gender, sexuality, race, culture, background and ability. Tasks and projects are structured in different ways, providing opportunities for children to work individually or collaboratively to achieve a variety of outcomes, thus making the curriculum as accessible as possible. The school expects teachers to differentiate effectively for children with Special Educational Needs and/or Disabilities, so that they have equal access to the whole curriculum. Differentiation may include the use of special equipment, adult/peer support or tasks that are altered or structured differently.

All of our children have equal access to breakfast and after school clubs which develop engagement with the wider curriculum. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs, though we may have to make additional arrangements to ensure they are fully supported. In some cases, we may ask parents to accompany the child, depending on the level and type of need.

Working with Specialist Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The Educational Psychologist meets termly with the Inclusion Leader to agree a programme of support for the children. Regular visits involve observation, assessment and target setting for specific children. Sometimes this will involve statutory assessment work and participation in assessments and reviews for children with statements.

The Local Authority's Language and Communication team include Language and Communication teachers and Speech and Language Therapists. They visit schools, assess children who have been referred, consult with parents/carers, train teachers and teaching assistants and advise the Inclusion Leader. They may teach small groups of children or may run training for members of staff. The Speech and Language therapist works with individual children who have been allocated time as outlined in their Statement or EHC plan, or who have been referred as a speech and language need has been identified.

The Occupational Therapists and physiotherapists that visit schools, assess children who have been referred, consult with parents/carers, train teaching assistants and advise the Inclusion Leader. They may teach individual children who have been allocated time as outlined in their Statement or EHC plan or support small groups of children. They will also provide training for staff.

Outreach teachers from Primary Learning Support Services can work with children in groups or in class to model appropriate strategies for improving learning.

The Camden Sensory Advice Service offers support and advice where needed. Where adaptations are recommended, they provide support with this and monitor progress.

Our CAMHS (Child and Adolescent Mental Health Service) carries out blocks of work with targeted children to provide support where necessary. They also provide advice for class teachers on supporting individual children and groups and provide strategies for supporting the whole class.

There are also links and collaboration with the following agencies that make a strong contribution to the efforts of the school to create a successful and purposeful school community:

- EWO providing attendance support
- Health Services, particularly through the school nurse

Working in Partnership with Parents and Carers

To achieve the best for all children, it is vital that the school and parents/carers work in partnership.

We support this by:

- Listening to parents/carers and sharing the knowledge they have of their children
- Providing support for children's learning and personal development at home
- Involving parents/carers in reviewing their child's progress
- Helping parents/ carers to get independent advice

- Communicating frequently on their children's progress, well-being, success and needs.
- Providing workshops to help parents/carers support their child's learning at home.

The school has strong communication links with parents/carers of pupils with special educational needs. We value the involvement and contribution of parents/carers. We encourage parents/carers to share their views within Annual Reviews and during multi-disciplinary review meetings. Parents/carers of pupils with SEND can approach school staff to discuss the progress of their children and to seek information and advice.

We help parents/carers to make a positive contribution to the education of their children through:

- A systematic effort to support parents/ carers at periods of transition, by clearly explaining all the procedures, paying visits to new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully. There is a detailed transition policy that the school is using focusing on curriculum continuity and involvement of parents/carers and children in meeting individual learning goals.
- Good communication including telephone and face to face conversations, Annual Review meetings and school reports. We believe that it is also the day-to-day informal discussions with parents/carers that build the relationships that are vital to close partnership working. We will meet with parents/carers regularly to discuss any questions and/or concerns that they may have about their children's education.

Transitions

There are a number of measures in place that support a smooth transfer of all children to the next school year. In addition to these, we have the following measures for children with SEND:

- The Inclusion Leader ensures that we pass on all records to the next class teacher and that he or she is fully aware of the child's needs
- During all Pupil Progress Meetings and SEND Review Meetings pupils are discussed in detail to ensure continuity of provision.
- At the hand-over meeting in the Summer term, the class teacher shares detailed information with the new class teacher
- We share behaviour support plans for Social Emotional and Mental Health (SEMH) with class teachers and others as appropriate
- At the end of the academic year, provision for the child is reviewed and My Plans are drawn up for the Autumn term to ensure children's needs are targeted, using the resources outlined in the Provision Map. For pupils with an EHCP, their plans incorporate the specific targets and requirements as set out in the EHCP. These are monitored and reviewed through the processes outlined in this policy
- We put in place additional strategies for individual children e.g. extra visits to the new classroom, photo books, buddying with older child/sibling/learning mentor support
- When a child transfers to another primary school we pass on the SEND profiles and the Inclusion Leader may speak to the teacher with responsibility for SEND at the new school

There are also arrangements in place that support a smooth transfer of all children to secondary school. In addition to these, we have the following measures for children with SEND

Children from Holy Trinity CE move on to a variety of secondary schools that are closely linked with the school. All Year 6 children have transition visits to local secondary schools. When children with EHC Plans transfer to Secondary School or to a Special school, the Inclusion Leader and Year 6 teacher invite the SENDCo of the receiving school to visit Holy Trinity to meet the child. They are also invited to attend their Annual Reviews. We pass on all the SEND records e.g. personalised planning to the receiving school. If appropriate some children may make several visits to their new school with their teaching assistant or learning mentor as part of an individual transition plan.

Admissions

We welcome all children into our school, including children with SEND. We follow Camden LA guidelines on admissions of children with SEND. Holy Trinity CE Primary School admission arrangements for children with SEND include the following:

- The Inclusion Leader or class teacher gathers information from the parents/carers and all the outside agencies that are involved with the child's care, (including early years providers) involved with the child
- The Inclusion Leader and Headteacher make appropriate admission arrangements for the child. These may include visiting the child in his/her previous school/ setting, providing the child with visual information about our school, arranging for the child to visit our school prior to starting.

We are committed to working in partnership with parents/carers to ensure a smooth start to their child's time with us.

Educating Children Outside of their Chronological Year Group

In line with advice from the local authority, as a general rule, we do not place children in year groups other than that dictated by their date of birth, regardless of their need. However, there may be rare occasions where children take some lessons in another year group. This is only considered when it is beneficial to the child's academic progress and does not damage the child's social development or self-esteem. When children take lessons outside of their year group, they only do so to receive teacher input at the right level and then return to their own year group to complete the independent tasks set. This ensures that they are not alienated from their peer group.

Complaints

It is always best to try to resolve concerns amicably and this is what invariably happens, either through the teacher or Inclusion Leader. We make ourselves as accessible as possible and are always glad to chat informally at the end of the day. Alternatively, we are happy to make an appointment for a more formal meeting where parents/carers are welcome to bring a family member or a person acting as their advocate or translator if required.

You can find more information about this in the schools 'Complaints Policy and Procedure'.

Local Authority Contacts

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is funded by Camden Local Authority but is totally independent in terms of giving advice.

Information about SENDIASS can be found on the Camden Local Offer website:

<http://www.localoffer.camden.gov.uk/template/13/special-educational-needs-and-disability-information-advice-and-support>

Information about the following services is also available through the Camden Local Offer website:

The Educational Psychology Service (EPS) provides educational and psychological assessment and advice to families and schools to support the understanding of children's learning and behaviour.

<http://www.localoffer.camden.gov.uk/template/32/educational-psychology-service>

The Camden Speech and Language Therapy Service offer a service to children from birth to 19 years with speech and language delays and disorders in Camden.

<http://www.localoffer.camden.gov.uk/template/9/speech-and-language-therapy-service>

The Camden Occupational Therapy Service provides assessment and both direct therapy and an advisory service where needed to children from birth - 19 years old.

<http://www.localoffer.camden.gov.uk/template/10/occupational-therapy-service>

The Camden Physiotherapy Service provide assessment and treatment service for children and young people living in Camden who have difficulties related to movement.

<http://www.localoffer.camden.gov.uk/template/11/children-s-physiotherapy>

Camden MOSAIC provides Multi agency assessment, diagnosis and support for disabled children and their families from 0-18.

<http://www.localoffer.camden.gov.uk/template/4/mosaic-integrated-service-for-disabled-children>

The Camden Child and Adolescent Mental Health Service aims to improve the emotional health and wellbeing of children and young people in Camden.

<http://www.localoffer.camden.gov.uk/template/16/camden-child-and-adolescent-mental-health-service-camden-camh>