



Shires Multi Academy Trust
Feckenham C.E. First School
SEND Policy
(Special Educational Needs and Disability)

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Date Approved by Working party: (Parents/carers of children with/without SEN, the SEN governor and an external agent)	September 2020
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Date Approved by Governing Body	October 2020

Feckenham C.E. First School

SEND Policy (Special Educational Needs and Disabilities)

SENDCO: Mrs Tanya Howarth, Class teacher, member of the Senior Leadership Team and Governing Body.

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Our school Vision

"Don't let anyone look down on you because you are young, but set an example in speech, in conduct, in love, in faith" (Timothy 4:12)

We believe that children should grow to live life in all its fullness. At Feckenham, wisdom, hope, community and dignity permeate in all that we do.

The School Mission Statement

With God, we grow to live life in all its fullness.

Wisdom Hope Dignity Community

Contents

1. School beliefs and values around SEND
2. Definition of Special Educational Needs
3. Aims and Objectives.
4. Partnerships with parents
5. Roles and responsibilities.
 1. The SENDCo (Special Educational Needs Co-ordinator)
 2. The SEND Governor
 3. The Headteacher
 4. Class Teachers
 5. The role of support staff
6. Allocation of resources.
7. Identifying pupils with SEND and assessing their needs.
8. A Graduated Response to SEND support
 - a. Wave 1 provision
 - b. Wave 2 provision
 - c. Wave 3 provision
9. Education, Health and Care plan
10. Ordinarily available
11. Evaluating the effectiveness of SEND provision
12. 12 Criteria for exiting the SEND register
13. School transitions
14. Training and resources
15. Storing and managing information
16. Dealing with complaints
17. Links with other policies and documents
18. Additional support for parents and carers.

Section 1: School beliefs and values around SEND

Feckenham C of E First School is a small rural Church of England school. Feckenham CE First school, is committed to being a fully inclusive school that values all of its children and is committed to ensuring that all children reach their potential. We provide a broad and balanced curriculum to meet the needs of all our pupils, which allows them to achieve personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. At Feckenham, every effort is made to provide a safe, secure and inclusive environment for teachers and pupils, which ensures that the needs and disabilities of all pupils are met to acceptable standards and do not present barriers to learning.

At Feckenham, every teacher is a teacher of every child, including those with Special Educational Needs. We recognise that education is not just about teaching and learning, therefore we have a holistic approach to the child's development to meet their individual needs. Our Christian vision and values are at the heart of our ethos and all children are welcomed to the school and encouraged to be involved in all aspects of school life.

Children may have special educational needs either throughout, or at any time during, their school career. This SEND policy was developed by the School to ensure that the learning and wellbeing of all children is appropriately encouraged and supported. At Feckenham, curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Representatives from stakeholders including staff, children, parents and governors were involved and consulted to ensure the policy not only meets the legal requirements and the SEND Code of Practice, 0-25 guidance, but also the needs of those stakeholders involved with the school. The SEND policy is also available to the wider school community via the School website or Office.

Section 2. Definition of Special Educational Needs.

The Special Education Needs and Disability Code of Practice: 0-25 years (DfE 2015) states, a child or young person has Special Educational Needs (SEN) 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 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.

Section 3: Aims and Objectives

The aims of this policy are:

- To create an inclusive environment that meets the special educational needs of each child, working within the guidance provided by the SEND Code of Practice, 2015.
- To ensure that the special educational needs of children are identified, assessed and provided for as early as possible and to build on the practice of the Early Years Providers;
- To make clear the expectations of all partners in the process; staff, parents, children and external agencies,
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To ensure that all staff are aware of and carry out their responsibilities towards children with special educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure the school provides support, advice and training for all staff working with pupils, including those with special educational needs and welcomes the contributions played by external specialists together with parents, grandparents and the wider community who volunteer.
- To make sure that all pupils have access to all areas of the curriculum including off-site and extended visits.

Section 4: Partnerships with Parents

The views of parents and carers will be sought at all stages of assessment and provision because the school sees the relationship with them as crucial to the effectiveness of any school based action and the progression of their child. Therefore the school will communicate effectively with parents and carers so they feel able to ask about their child's provision and express their concerns to us. When this involves adults in more than one household the school will deal directly with the parent who has day to day responsibility for the child.

Parents will be signposted to appropriate agencies such as the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) if required. Parents will be invited each term to meet with the class teacher to discuss and review their child's Assess, Plan, Do, Review document and progress. Throughout the year there will be scheduled opportunities to meet with the Special Educational Needs and Disability Co-ordinator through a Information session, drop in sessions, SEND coffee mornings and through more formalised discussions regarding the individual needs of your child.

Please note that during restrictions through the COVID pandemic, meetings are likely to be virtual.

Section 5: Roles and Responsibilities

5.1 The SENDCO (Special Educational Needs and Disability Co-ordinator)

The SENDCO's role include:

- Managing the day-to-day operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Liaising with the relevant designated teacher where a looked after pupil has SEND;
- Advising on a graduated approach to providing SEND Support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of children 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 LA and LA support services;

- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- Working with the head teacher and school governors so that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all children with SEND up to date.
- Working with the headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in school.

5.2 The SEND Governor

The SEND Governor's Role include;

- Help fulfil her statutory duties towards pupils with SEND as prescribed in the SEND Code of Practice;
- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.
- Help review and evaluate the SEND policy;

5.3 The Headteacher

The Head teacher, has overall responsibility and in turn is directly responsible to the Governors. As such, they will;

- Have overall responsibility for the day to day management of all aspects of the school life including provision for children with SEND;
- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- To keep the Governing Body informed on the working of the policy;
- To ensure as far as possible that all members of staff receive appropriate training.

5.4 Class Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Each class teacher is responsible for:

- Ensuring they are fully aware of the contents of this policy;

- Responsible for raising concerns about individual children with the SENDCO;
- Responsible for writing and implementing 'Assess, Plan, Do, Review' documents (known in school as Individual Pupil Profiles) for children with SEND in their class, with support from the SENDCO where required;
- Working closely with and ensuring the appropriate support staff have the 'Assess, Plan, Do, Review' document available to them.
- Collecting relevant information for children who have SEND or children they have concerns for, raising a 'Cause for Concern' when needed;
- Working closely with children with SEND, providing increased differentiation, monitoring and reviewing of the child's progress;
- Review and set new targets in the 'Assess, Plan, Do Review' documents **with** parents whenever possible. Consult with the child's parents/guardians as appropriate at least 3 times a year, in addition to parents evening;
- Liaise with the SENDCO and external agencies as appropriate;
- Attend relevant SEND training.
- Apply Multiple means of Representation, in particular language and symbols, as part of High Quality Teaching practice and in support of Universal Design for Learning.

Please note that during restrictions due to the COVID pandemic face to face meetings and/or training are likely to be replaced with virtual meetings.

5.5 The role of support staff

Support staff play a vital role in supporting a child with SEN through an individualised intervention programme. As such their role is:

- To work with small groups or individual children as required by the class teacher or SENDCO;
- To deliver a range of activities linked to the child's specific learning difficulty;
- To monitor the children's progress in the activities and report back to the class teacher and the SENDCO;
- To liaise regularly with the class teacher and the SENDCO in order to adapt and amend programmes;
- To be involved in the Assess, Plan, Do, Review document target setting and reviewing process;
- To attend relevant SEND training.

Section 6: Allocation of resources

The Head teacher is responsible for the operational management of the specific and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans. The Head teacher informs the governing body on how the funding allocated to support special educational needs and disability has been deployed.

Resources for learning are used to enable children with SEND gain full access to the whole curriculum. Equipment and differentiated materials are available to be used in the classroom as part of our ordinarily available provision. Funding is also used to run intervention programmes. All children with SEND are entitled to, and have, the same access to resources as other children in the school. Any children with physical or sensory disabilities have access to specialist equipment as advised by professionals from outside agencies.

Section 7: Identifying pupils with SEND and assessing their needs.

Feckenham School follows a graduated response (refer to Section 8) to the assessment of SEND as set out in the Code of Practice and we believe that early identification is vital.

If a child does not make adequate progress through Wave 1 inclusive Quality First Teaching for all and a child is not responding within a differentiated curriculum, and is having increasing difficulties in their learning, the teacher will seek advice from the SENDCO and try alternative strategies in the classroom. In addition, the class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Progress is monitored by the class teacher and is reviewed each half term with the SENDCO. A decision is then made whether placement on SEND Support is appropriate using a range of information from the following sources as appropriate:

- Starting school with an Education, Health and Care Plan (EHCP).
- Entry Profile results.
- Early Years Baseline Assessment.
- Discussions with Early Years Settings and parents before and after starting school in the Reception Class.
- Discussions with previous schools upon transfer.
- Entering school on the SEND Support register from another educational setting.
- Discussions with parents or staff where concerns are expressed which lead to further investigation.
- Data analysis which shows a widening gap between the child and their peer group.
- Day to day observations of the child's behavioural, emotional and social development in their learning environment.
- Assessments carried out by external agencies and the subsequent reports.

- The use of a Special Educational Needs assessment toolkit to carry out summative and diagnostic assessments to understand the barriers to learning for individual pupils.
- Processing/memory issue which calls for special educational provision to be made for them.
- Trauma (only if impacting day to day life) which calls for special educational provision to be made for them.
- A regular review of the SEND register with **all** teachers.
- Progress measured against the age related expectations.

The SEND Code of Practice, 2015 details the 4 broad categories of need:

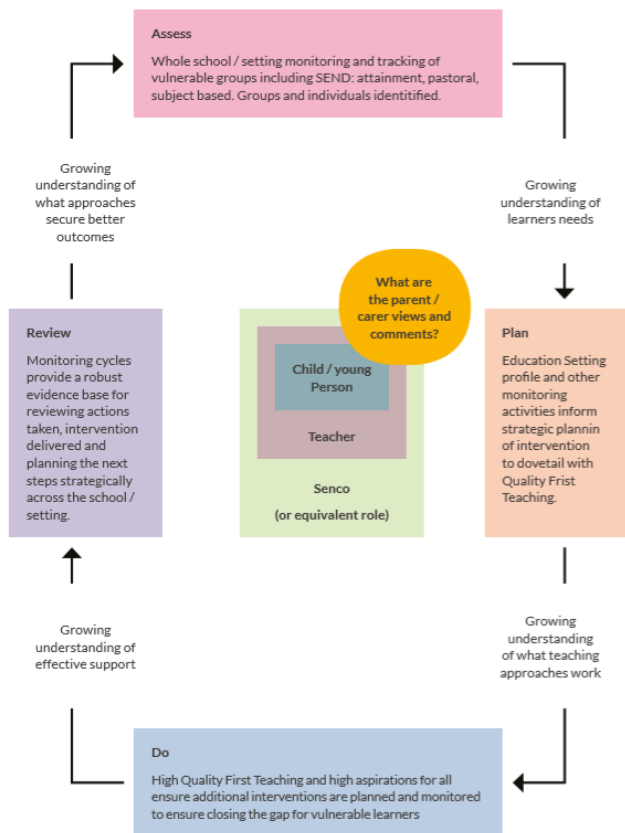
- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical.

These four areas give an overview of the range of needs that are planned for at Feckenham CE First School. The purpose of the identification is to work out what action the school needs to take, not to fit a pupil into a category.

Behaviour is not recognised as need or as an acceptable way of describing SEND at Feckenham CE First School. Rather, we regard it as a form of communication for which there is an underlying trigger. The school will work with the child and its family in order to recognise and identify the causes, and respond to the underlying need.

Section 8: A Graduated Response to SEND support.

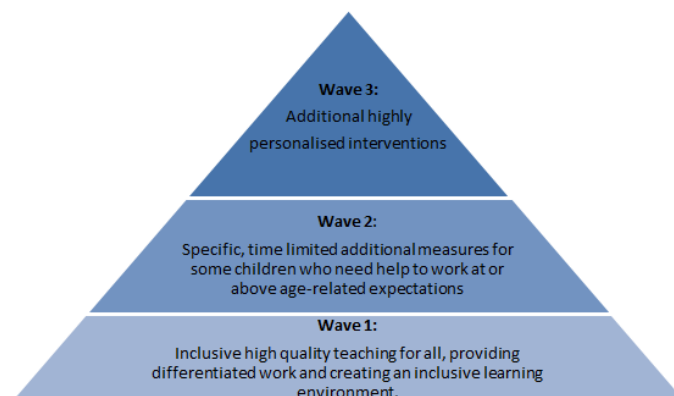
Whole School / Setting Approach 'Assess, Plan, Do, Review'



Where a child is identified as having Special Educational Needs Feckenham CE First School will take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what support the child needs to secure good progress and good outcomes.

This Graduated Response draws on more detailed approaches, more frequent reviews and increasingly specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Parents/carers will be made aware of, and involved in any applications, prior to any referrals to outside agencies (other than those involving confidentiality as a result of safeguarding issues). The child may then be recorded as additional support through **Wave 2** provision or additional support through **Wave 3** provision.



Wave 1 Provision

Wave 1 provision is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 provision

Wave 2 outlines specific, additional and time-limited **interventions** provided for some children who are falling behind the age expected level and can be expected to 'catch up'. **Wave 2 interventions** are often targeted at a group of pupils with similar needs.

An 'Assess, Plan, Do, Review' document needs to be kept to detail short term and achievable targets, strategies and provision. The document is completed by the class teacher in consultation with the SENDCO, parents, child and appropriate staff and should only record details that are additional to and different from the differentiated plan for the class.

It is expected that this document and individual targets are reviewed each term, or sooner if necessary. Parents and children are invited to attend the review to discuss progress made towards the set targets and to collaboratively write new targets and next steps. A copy of the revised document is shared with parents, children and staff thus becoming a working document.

If following Wave 2 provision the child continues to make little or no progress in their learning, the school will look to seek advice from external agencies.

Wave 3 Provision

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an **intervention** designed to accelerate progress.

A move to Wave 3 provision may be needed if a pupil;

- Continues to make little or no progress in the areas of concern;
- Continues working at a level substantially below that expected of children of the same age;
- Continues to have difficulty in developing literacy and numeracy skills;
- Has social, mental or emotional health needs which regularly and significantly interfere with the child's or others' learning;
- Has sensory or physical needs which require specialist equipment or regular advice or visits from a specialist service;
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

Advice on new strategies to revise the child's 'Assess, Plan, Do, Review' document will be sought from external agencies. These may include the Complex Communication Team, the Chadsgrove Outreach Team, Educational Psychologists, Social Services, Speech Therapists, Occupational Therapists, Physiotherapists, Health Visitors, School Nurses or the Early Intervention Family Support Team.

Regular monitoring will be carried out by the class teacher, SENDCO and Head teacher in the form of Pupil Progress Meetings. A decision will be made whether placement on the SEND register is appropriate.

Section 9: Education, Health and Care Plans

As of September 2014, if the class teacher together with the SENDCO, outside agencies and Head teacher decide that the child's needs cannot be met primarily by the school then a request for an assessment for an Education, Health and Care Plan can be made to the Local Authority.

Section 10: Ordinarily available

The SEND provision of information regulations requires that Local Authorities (LAs) set out what provision should be normally available for children with SEND in mainstream schools and settings. This document makes explicit the provision that should be ordinarily available for a child with special educational needs and disability (SEND), from within a schools' delegated budget shares.

Where a school believes there is evidence that a child needs educational provision that is not ordinarily available, the Local Authority may decide that a statutory assessment under section 323 of the Education 1996 is necessary. Educational provision that is not "ordinarily available" is known in law as special educational provision.

You can find a copy of Worcestershire's Local Offer at
www.worcestershire.gov.uk/thelocaloffer

Section 11: Evaluating the effectiveness of SEND provision

Pupils needs will be identified alongside barriers to learning and if necessary support plans such as Care Plans produced in order to provide a consistent approach and guidance for all teaching and support staff. These will be in addition to the Individual Pupil Profile Plans which will record interventions following the Assess-Plan-Do-Review model (Graduated Response in section 8). The class teacher is responsible for evidencing progress according to the outcomes described in the plan. Parents are invited to attend termly reviews of these plans three times a year.

Appendix 1.

Feckenham First School
Individual Pupil Profile

Name:	Date of birth:	Pupil Number:	Year Group
Agencies Involved:			
EHCP Outcomes:		EHCP Annual Targets:	
Assessment Information			
	Reading	Writing	Maths
End of Previous Year			
Autumn			
Spring			
Summer			
Autumn Term			
Notes/Actions from Pupil Progress Meetings:			
Pupil Contributions: How do pupils feel about progress and support? Make use of the One Page Profile			
Parents Contributions: How do parents feel about progress and support? Areas for development. How can we support their child?			
Supporting Staff Contributions: How do supporting staff feel about the progress and support?			

Feckenham First School
Individual Pupil Profile
Graduated Approach

Summary of needs:		Area for development:	
Assess	Plan	Do	Review (Due: End of Autumn 2018)
Identify any difficulties and additional needs required.	Identify personalised targets and expected outcomes.	Specific interventions put into place. How often and by whom?	Have the expected outcomes been achieved?
Spring Term			
Notes/Actions from Pupil Progress Meetings:			
Pupil Contribution: How do pupils feel about progress and support? Make use of the One Page Profile			
Parents Contributions: How do parents feel about progress and support? Areas for development. How can we together support their child?			

The child's voice is obtained using the One Page Profile format and/or Pupil Voice Questionnaire, which will feed into SEND support meetings.

Appendix 2.

My strengths, talents and interests are:

Photo

Things I find difficult and ways you can support me:

What I am working on and how I can help myself:

Additional provision/resources I need:

Pupil Voice Questionnaire

Name: _____ Class: _____

I think school is _____

1. Something in school I like is _____

2. Something I find hard is _____

4. Something I am good at is _____

3. Something in school I don't like _____

When things are hard I can get help from _____

My Teachers My friends No-one

If I am stuck, I can _____

This is how I feel at different times:

In the classroom	Working outside	In the Gymnas
In the playground	Working by myself	Working with a partner
Working in a group	Working with a teacher in class	Working with a teacher in the library
In Assembly	In PE	In the Operation Area

I sometimes worry about _____

I wish _____

Feedback - Thank you!

Section 12: Criteria for exiting the SEND register.

In discussion with parents, children and agencies involved with the child, where there is no longer an educational need children who are at SEND support will be removed from the

register. Their progress will continue to be monitored and where appropriate will be supported with Wave 2 interventions.

Where a child no longer requires an EHCP a recommendation will be made at the Annual Review or EHCP conversion meeting and the child will be stepped down to SEND support

Section 13: School Transitions

When a child joins Feckenham in Reception, the Early Year's staff will liaise with pre-school groups and advise the Head teacher and SENDCO of identified children with SEND about to enter the school. The SENDCO and Early Year's teacher will liaise with appropriate pre-school leaders and arrange for the transfer of documents. Discussions should include information sharing on the child's family background, additional provision already in place and external agencies that are currently, or have previously been, involved with the family.

Similarly, if a child with SEND is to start school in one of the other year groups, it is expected that the class teacher and SENDCO liaise with the former school. This may be to discuss plans for a smooth transition, for information sharing and to discuss current provisions in place to support the child.

In both cases, the school should arrange to liaise with outside agencies and meet with parents at the earliest opportunity to promote an effective professional relationship.

In the case of a child with an identified SEND leaving the school, the current class teacher and the SENDCO will:

- Liaise with the new school and arrange for the transfer of all SEND documents;
- Arrange a meeting with the new school's SENDCO to discuss children with SEND or other vulnerable children moving to their school;
- Arrange for children with SEND to attend additional visits to their new school to meet with the SENDCO and support staff;
- Invite relevant staff to review meetings.

Section 14: Supporting pupils with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Children with medical needs which impacts

significantly upon their everyday life in school will have a Care Plan. This will be updated when there is change and or annually.

Section 14: Training and Resources

- SEND is funded within the school budget, and may be supplemented by Pupil Premium (Free school meal eligibility) and additional funding from application for Education Health and Care Plan Assessments.
- The training needs of staff are identified and planned annually by the SENDCo and the Head teacher, taking into account the current cohort of pupils, together with current staff expertise and areas identified for development. Training may be provided in a variety of formats - in-house, external training or conferences, on-line, whole school, or by individual need.
- In order to maintain and develop the quality of teaching and levels of provision required to respond to the strengths and needs of all pupils, all staff, including Teaching Assistants and non-teaching staff, are encouraged to undertake continued professional training and development (e.g. First Aid, speech and language)
- All teachers and support staff receive Induction Training on taking up a post at the school and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision, practice and ethos, and to discuss the needs of individual pupils, for example those with Care or Behaviour Support Plans in place, where applicable.

Section 15: Storing and managing information.

All information about a child is confidential and safeguarded by the Data Protection Act unless there is a safeguarding issue or parents have given permission for information to be shared.

When a child moves through the school information is shared in order to provide a smooth transition for the child.

When a child leaves the school SEND files are delivered to the next setting or sent by recorded delivery.

Parents are encouraged to ask medical professionals to copy school into information as it helps school to support the child appropriately.

Section 16: Dealing with Complaints

Parents and carers of children with SEND follow the same procedures as parents and guardians of other children in the school. However, if they have a complaint about the provision for their child with SEND they are encouraged to speak to the class teacher or SENDCO in the first instance.

Parents can request independent resolution support through the organisation known as SENDIASS Special Educational Needs and Disabilities Information, Advice and Support Service SENDIAS.

They can be contacted at

Address: Young People's Support Services, Tolladine Road, Worcester. WR4 9NB, Tel: 01905 768153,

Website: <http://www.hwsendiass.co.uk/>

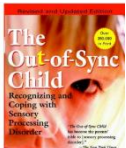
Section 17: Links with other policies and documents

This policy links to our policies on:

1. Anti-bullying Policy
2. Attendance Policy 2020
3. Behaviour Policy
4. Complaints Procedure
5. Disability Equality Access audit, policy and accessibility action plan
6. EAL & Ethnic Groups 2019-20
7. Exclusion Policy 2019-20
8. LAC 2019/20 10
9. Medical Needs and First Aid Policy
10. Positive Handling and Care & Control Guidance

Section 18: Additional support for parents and carers

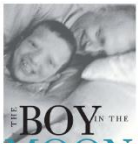
Parenting is hard but parenting a child with special needs can prove to be even harder. However, no matter how hard (or even easy!) it gets, it's important to remember that it is ALWAYS OKAY for you to ask for help. Problems rise, things happen and sometimes the answers just don't come as quickly as we need them to. Parenting woes can conquer the best of us, so here's a list of some recommended books and websites to help you on your journey raising your child with special needs.



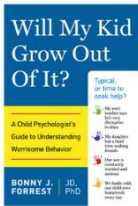
The Out-of-Sync Child: Recognizing and Coping with Sensory Processing Disorder
by **Carol Stock Kranowitz**



Parenting Children with Health Issues and Special Needs
by **Foster Cline** and **Lisa Greene**

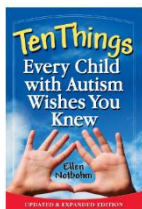


The Boy in the Moon: A Father's Journey to Understand His Extraordinary Son.
By **Ian Brown**



Will My Kid Grow Out Of It? A Child Psychologist's Guide to Understanding Worrisome Behaviour
by **Bonny J. Forrest**

This book is more of a practical guide that caters to parents who may be worried that their children may be: depressed, autistic, ADHD, schizophrenic or have an eating or learning disorder.



Ten Things Every Child with Autism Wishes You Knew: Updated and Expanded Edition
by **Ellen Notbohm**

[ACE - the Advisory Centre for Education](#) - gives good information and advice about Admissions, Attendance, Bullying, Exclusions and Special Educational Needs.

[Anti-bullying Alliance](#) – gives useful information and advice about how to deal with bullying and the impact that bullying can have.

[British Dyslexia Association](#) - a useful website with information about dyslexia, assessment and identification, exam concessions etc.

[Bullying UK](#) - offers on line advice and support to try to prevent or deal with bullying including information for children.

[Cambian Education](#) - The largest provider of specialist residential education and care for young people with Autism and Aspergers Syndrome in UK.

[Children's Legal Centre](#) – provides legal advice, information and representation for children and young people.

[Contact a Family \(CaF\)](#) – are an excellent organisation providing information and support to parents of children with many different sorts of disability, including parent-parent support. They also provide comprehensive well written booklets written in a clear concise manner for parents, teachers and young people

[Cerebra](#) - help to support parents/carers with children who have sleep issues. They also have a stress helpline.

www.gov.uk/civil-legal-advice - Civil Legal Advice (Legal Aid) - Free legal advice on education law matters paid for by legal aid. SEN, discrimination and judicial review (e.g. for children not receiving education/unlawful exclusions etc.) For anyone financially eligible to legal aid

www.downs-syndrome.org.uk/ - Down's Syndrome Association - The aim of the DSA is to help people with Down's syndrome to live full and rewarding lives.

[Dyslexia research trust](#) - for diagnosis service

[Dyspraxia Foundation](#) - offers information and supports individuals and families affected by developmental dyspraxia through books, suggestions, a teen newsletter, and an adult support group.

[Education Otherwise](#) - a UK based membership organisation which provides support and information for families who choose to educate their children at home.

[Family Planning Association](#) - has books specifically for parents of children with disabilities, including workbooks about growing up.

<http://www.healthline.com/health/bipolar-disorder>

[Jungle memory](#) - Online memory training for youngsters aged 6-16. Requires a subscription.

www.lucid-research.com - Memory boosters for children aged 4-11, especially those with special educational needs

www.mentalhealth.org.uk - Mental Health Foundation has on-line information about anxiety, depression, ADHD etc.

www.masteringmemory.co.uk - Boosting working memory programs for children 2-11 or 11-adult.

www.mylifemychoice.org.uk - My life my choice - helping people speak up and develop their skills

www.autism.org.uk/directory.aspx - The National Autistic Society give useful advice to parents of autistic children, including an online directory which will pull together information according to your child's age diagnosis and where they live.

www.ndcs.org.uk - National Deaf Children's Society – have an informative website including information about a new software reader for spoken text on the web.

<http://www.nhs.uk/conditions> - find information about ASD, SPLD and other medical conditions.

www.rnib.org.uk - There are around two million people in the UK with sight problems and RNIB (Royal National Institute of Blind People) is the leading charity offering practical support, advice and information to anyone with a sight problem. Their pioneering work helps not just with braille, Talking Books and computer training, but with imaginative and practical solutions to everyday challenges.

www.shipsproject.org.uk - Supporting head injured pupils in school - SHIPS supports pupils who have sustained a head injury, by observing the subtle differences in their way of learning due to the injury they have sustained, and advising teachers on appropriate ways of managing their learning.

www.singinghands.co.uk - Singing Hands – have produced a video with 25 songs for children who are learning signing before their speech has developed or have hearing or communication difficulties.

[SOS SEN](http://www.sos-sen.org) - A national charity aiming to empower parents and carers of children and young people with SEN and disabilities to access the help they are entitled to, particularly in the education system.

www.soundabout.org.uk - Soundabout – information about special music making workshops for children, young people and adults with disabilities.

www.talkingpoint.org.uk - Speech and Language Services – Talking Point provides a guide to speech and language services and useful links to other associated websites.

www.youngminds.org.uk - Young Minds – a national charity committed to improving the mental health of all children, advice about depression, eating disorders, and other mental health issues affecting children, see website for details.

www.kids.org.uk - Young Peoples Inclusion Network – YP-in provides online guidance about both strategy and putting Inclusion into Practice covering issues such as Leisure and Sports Services, Youth Provision, Transport and Independent Living.

www.cpsport.org - Multi Sport – developing sports activities for children and young people with Cerebral Palsy.

www.specialolympics.org - Special Olympics – provide training and the opportunity to compete locally and nationally in a variety of sporting activities for children and young people with a learning disability. Organising new activities where specialist sports activities do not exist.

www.worcestershiredomesticandsexualabuse.co.uk – Worcestershire County Council website offering support for domestic abuse and sexual violence.



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<https://www.hacw.nhs.uk/about-healthy-minds> - NHS Healthy minds offering support for those who are experiencing problems such as stress, anxiety, low mood and depression.



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Appendix 1: Individual Pupil Progress (Graduated Response)

Name:	Date of birth:	Pupil Number:	Year Group
Agencies Involved:			
EHCP Outcomes:		EHCP Annual Targets:	

Assessment Information			
	Reading	Writing	Maths
End of Previous Year			
Autumn			
Spring			
Summer			

Autumn Term
Notes/Actions from Pupil Progress Meetings:
Pupil Contribution: <i>How do pupils feel about progress and support? Make use of the One Page Profile</i>
Parents Contributions: <i>How do parents feel about progress and support? Areas for development. How can we support their child?</i>
Supporting Staff Contributions:

Summary of needs:		Area for development:	
Assess Identify any difficulties and additional needs required.	Plan Identify personalised targets and expected outcomes.	Do Specific interventions put into place. How often and by whom?	Review (Due: End of Autumn 2018) Have the expected outcomes been achieved?



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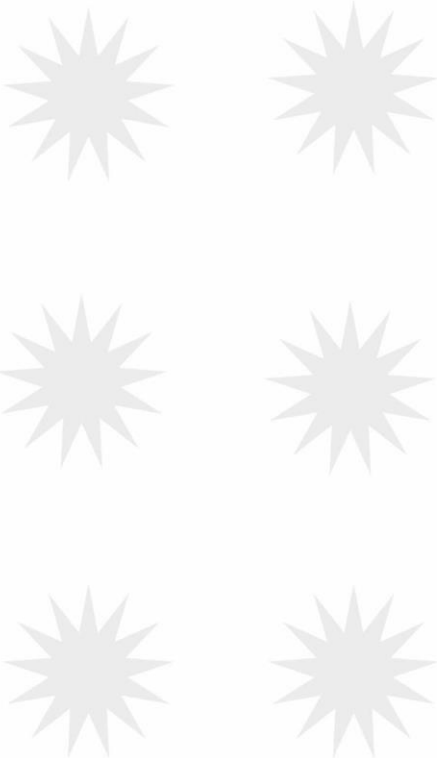


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Appendix 2: One Page Profile (Age and ability appropriate)



What people like and
admire about me...



Photo

What makes me happy






How I want to be supported...



Name: _____ Year _____

I think school is



 <p>1. Something in school I like is</p>	 <p>2. Something I find hard is</p>
 <p>4 Something I am good at is</p>	 <p>3. Something in school I don't like</p>



When things are hard I can get help from















My Teachers

My friends

No-one

If I am stuck, I can

This is how I feel at different times:

<p>In the classroom</p> 	<p>Working outside</p> 	<p>At lunch time</p> 
<p>In the playground</p> 	<p>Working by myself</p> 	<p>Working with a partner</p> 
<p>Working in a group</p> 	<p>Working with a teacher in class</p> 	<p>Working with a teacher elsewhere</p> 
<p>In Assembly</p> 	<p>In PE</p> 	<p>At Forest School</p> 

I sometimes worry about _____ -

I wish _____

'With God, we grow to live life in all its fullness'

Finished - Thank you!

