

Special Educational Needs Information Report

How we support children with special education needs and disabilities

A culture of **inclusion** where everybody **belongs**, is **encouraged** and feels **valued**.



Feckenham CE Primary School
With God we grow to live life in all its fullness



Shires
Multi Academy Trust

Meet the team



Special Educational Needs and Disability Coordinator (SENDCo) and Deputy Head:

Mrs. Tanya Howarth.



Headteacher:

Mrs Jeannette Little

SEND Governor:

Parent Ambassador:

Becky Ryan



Mental Health Lead:

Miss. Iona McQueen

Please contact via the school office

Feckenham CE Primary School,

School Lane,

Redditch

B96 6QD

01527 892756

office@fps.shiresmat.org.uk



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Meet the team



SEND Admin Support and KS2 Learning Support Assistant:
Mrs. Vikki Rutter



Speech and Language Learning Support Assistant and EYFS Learning
Support Assistant:
Mrs. Mandy Sealey



Speech and Language Learning Support Assistant and Year 1 Learning
Support Assistant:
Mrs. Denise Barker



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.

Our Context

The Parable of the Mustard Seed

“Again, he said, “what shall we say the kingdom of God is like, or what parable shall we sue to describe it? It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.

Mark 4:30-32

Feckenham’s interpretation of this links to our 4 overarching values of:

- Wisdom
- Community
- Hope
- Dignity



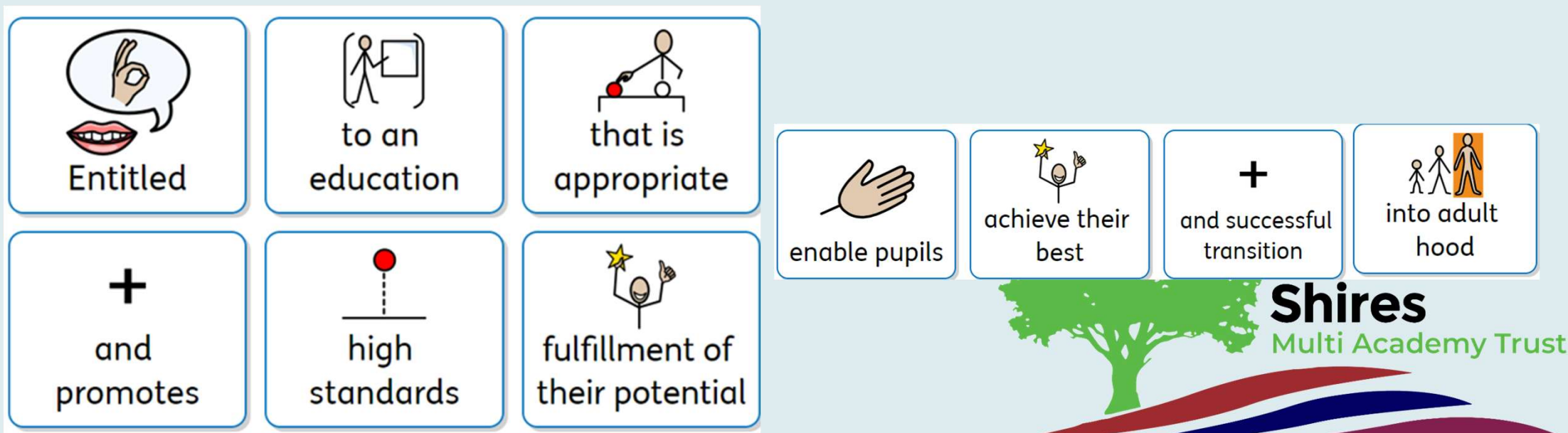
Safeguarding

- ▶ Feckenham recognises that children with Special Educational Needs and Disabilities or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These are discussed in staff training, including regular updates throughout the school year. These additional barriers can include:
 - Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
 - Pupils with SEND or certain medical conditions can be disproportionately impacted by behaviours such as bullying without outwardly showing any signs.
 - Communication barriers and difficulties in overcoming these barriers.
 - Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.



School beliefs and values around SEND

Feckenham CE Primary School is a small rural Church of England school. Feckenham CE Primary 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.



This SEN Information report can be looked through page by page or use the 'quick links' to find answers to a specific question.



Areas of Special Educational needs

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- E.G. Dyslexia, Dyscalculia,
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Children are identified as having SEND when they have a significantly greater difficulty in learning than most children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2015).

We have pupils on our register from the four areas of need set out in the SEN (Special Educational Need) Code of Practice, 2014.



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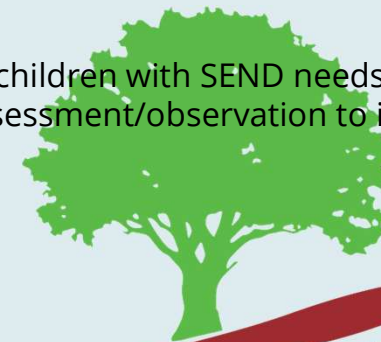
- ▶ [What training have the staff supporting SEND had or what ...](#)
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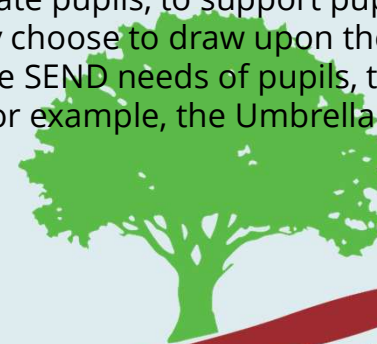
What should I do if I think my child has Special Educational needs?

- Feckenham CE Primary School believes that every teacher is a teacher of every child, every leader is a leader of SEND and every Governor is a Governor of SEND.
- Parents/carers who are worried about their child's learning, or who have concerns about additional needs are encouraged to discuss their concerns with their child's class teacher.
- Class teachers will liaise with the SENDCo, and meetings will be arranged to discuss concerns.
- Class teachers meet with the SENDCo and Headteacher regularly to monitor progress, identify needs and celebrate achievement.
- The SENDCo is Mrs T Howarth.
- Email address: office@fps.shiresmat.org.uk
- Telephone number: 01527 892756
- Our staff are vigilant at supporting children with SEND needs and raising any concerns. We use data and other forms of assessment/observation to identify additional needs and celebrate achievement.



How does the school know if a child needs extra help?

- Early identification of additional needs is key to supporting our pupils at Feckenham CE Primary school. All teachers participate in the process of identifying pupils with additional needs and can raise any concerns they may have with the Special Educational Needs and Disability Coordinator (SENDCo).
- There are four main areas of need. These are:
 - - Cognition and learning
 - - Communication and interaction
 - - Social, emotional and mental health
 - - Sensory and/or physical
- When a pupil is identified as potentially having an additional need, the SENDCo will investigate, and members of staff will liaise with the family to discuss the process. This may include using a range of diagnostic assessments, observation and conversations with pupils and their families.
- Once a pupil has been identified as having a special educational need, an **Assess, Plan, Do, Review** programme of provision will be designed, in collaboration with parents/cares and where appropriate pupils, to support pupils in reducing barriers to learning. In some cases, we may choose to draw upon the advice of key professionals to further explore the SEND needs of pupils, this may also lead to entering a pathway of diagnosis (for example, the Umbrella Pathway for autism).



How will both school and I know how my child is doing?

- We regularly share progress with families, we host several opportunities where parents/carers meet with staff to discuss learner progress. At such meetings we share how we can work together with families to support learning and additional needs in school. This is in the form of:
 - Two parents' evening consultations.
 - Three additional meetings for pupils on the SEND register.
 - Annual written report.
- We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents.
- Pupils with an Education, Health & Care plan will have an annual review which includes external input. EHCP pupils have designated key professionals within the school who are a consistent point of contact for families.
- We welcome parents and carers to contact school if they would like to arrange any additional meetings. The more dialogue we share with home, the more we can make sure we are getting support and provision right for your child.



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How will school help me support my child's learning?

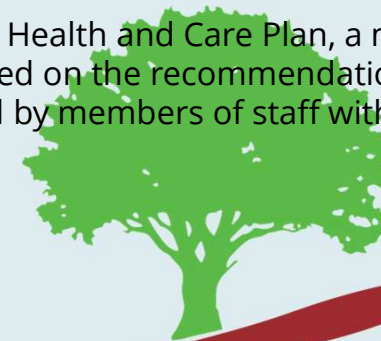
- At Feckenham CE Primary School, we believe every pupil has a right to an excellent education which enables them to achieve their full potential and go on to live happy, successful and meaningful lives
- We aim to teach all pupils together in their classes, where possible, with the class teacher adapting teaching and learning to support individual pupil needs. Adaptive teaching is embedded in our newly designed curriculum. Adaptive teaching methods are continuously reviewed, and skills are developed through CPD, with all teaching staff involved in continuous professional development during the year.
- At times it may be necessary for a pupil with SEND to access intervention; either as part of a group or 1:1. For a few pupils the school uses outside agencies to gain further knowledge on the pupil's specific needs and the provision required to support them.
- At Feckenham CE Primary School, we celebrate the wonderful diversity amongst our pupils and welcome young people with a range of additional needs to join our school community. Our teachers are committed to reducing any barriers to learning, maximising the creative potential of our pupils and supporting our young people to make excellent progress. By working closely with our SENDCo all members of our school are committed to enabling all pupils to participate and prosper in our learning community.



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How will the curriculum be matched to my child's needs?

- We want all our pupils to experience a wide breadth of study across all areas of the curriculum so at the end of each key stage they have an ambitious body of knowledge schemas.
- Our curriculum design is based on evidence from cognitive science:
 - Learning is most effective with spaced repetition.
 - Interleaving helps children to discriminate between topics and aids long term retention.
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
- Adaptive teaching and learning approaches is embedded in our curriculum. All our teachers are clear on the expectations of high-quality universal provision, and this is monitored regularly by the leadership team through our quality assurance cycle.
- This means that our curriculum is both academically challenging, whilst also ensuring that the support is in place for all pupils to meet these high expectations.
- We ensure that all pupils study a broad and balanced curriculum, enabling pupils access to a range of ambitious and interesting learning experiences throughout their time at Feckenham.
- Where a pupil has an Education, Health and Care Plan, a more individualised curriculum may be designed based on the recommendations of supporting specialists. This may be delivered by members of staff within the school or external agencies.



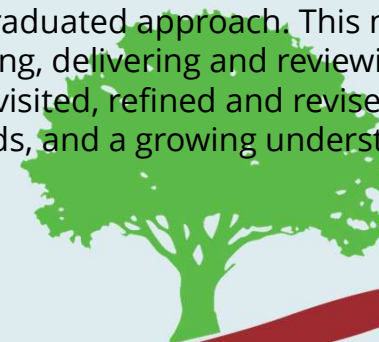
How are the schools' resources allocated and matched to children's special educational needs?

- Our finances are monitored regularly, and we utilise resources to support the strategic aims of our setting as well as individual learner needs. The headteacher, governors and finance manager oversee all matters of finance.
- Budgets are closely monitored and aligned to the school improvement plan. If specialist equipment or facilities is required, these can be arranged via discussion with the headteacher and SENDCo. This is a context driven area and we use our finances to respond to the needs of each cohort. Specialist equipment, facilities and professionals from outside agencies are financed through the SEND budget and these are arranged as part of the **A**ssess, **P**lan, **D**o and **R**eview Cycle, through discussion with the SENDCo.
- The headteacher and SENDCo work closely together each year to ensure that pupils with additional needs have the resources and support they require.
- Where pupils have an Education, Health and Care Plan and receive top -up funding, this is ringfenced for the individual pupil and determined by the provisions and support recommended by the specialists involved in reviewing the plan.



How will the school decide the type of support my child will receive?

- High quality adaptive teaching is at the heart of our provision and specific on-the-day, intervention supports learners with misconceptions.
- Teachers decide on additional support within each lesson which has been provided by them or a Learning Support Assistant and have taken place within the classroom, where necessary outside the classroom, as 1:1 provision or in a small group.
- Where high quality adaptive teaching methods and in class intervention did not lead to the expected progress for an individual, additional support was sought, in consultation with the SENDCo and parents/carers
- When a pupil is identified as potentially having an additional need: school will take action to remove barriers to learning, the SENDCo will investigate, and members of staff will liaise with the family to discuss the process. This may include using a range of diagnostic assessments, observation and conversations with young people and their families.
- Once a pupil has been identified as having a special educational need, a programme of provision is designed to support pupils in reducing barriers to learning. In some cases, this may also lead to entering a pathway of diagnosis (for example, the Umbrella Pathway for autism).
- Throughout this process, we follow a graduated approach. This means the team around the child is constantly assessing, planning, delivering and reviewing the provision in place for pupils. Decisions and actions are revisited, refined and revised to ensure the plan is meeting pupils additional learning needs, and a growing understanding of the pupil's needs is developing.



How does the school judge whether the support has had an impact?

- Our governors play an active role in monitoring the quality of our special educational needs provision, as does the Head teacher, senior leadership team, subject leaders and SENDCo.
- A Learning Plan is used to monitor a range of data and outcomes including: teacher assessments, standardised assessment data, intervention tracking, and relevant prior data.
- The senior leadership team undertake regular reviews of learning across the school for pupils with additional needs, including monitoring teaching and learning, challenge, adaptive teaching and learning to support additional needs, use of specific strategies, deployment of Learning Support Assistants and quality of written work.
- A key aspect in judging the effectiveness of our provision is through strengthening the link between school and home: through regular meetings between home and school, there is an ongoing dialogue around the progress and welfare of all pupils with additional needs



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How will my child be included in activities outside the classroom including school trips?

- We will always make best endeavours to include all pupils in all curricular and extra-curricular experiences.
- Our Educational Visits Co-Ordinator (EVC) is also the SENDCo and has a high level of experience in working with pupils with additional needs and making reasonable adjustments within any planned activities or visits to accommodate the additional needs of pupils.
- Risk assessments are always carried out prior to activities outside the classroom, including educational visits and school trips, minimising the risk and ensuring the safety and inclusion of all.
- During the last academic year learning outside the classroom including educational visits:-
 - St John the Baptist
 - St Stephen's Church
 - Swimming
 - Local area studies
 - Library
 - Cricket skills
 - Hockey
 - KS2 multi sports.
 - Summer Olympics
 - Winter Olympics
 - Bench Ball – Studley High School
 - Blackwell Adventure – Residential
 - Warwick Castle
 - Fecken Odeon
 - Swan Theatre
 - DT – North Bromsgrove High (NBHS)
 - Cooking – Studley High School
 - Chicago Performance – NBHS
 - Artrix Centre – Arts
 - French - Ridgeway



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- [Educational Visits Policy \(Shires MAT\).pdf - Google Drive](#)

How will my child be included in activities outside the classroom including school trips?

- All after school clubs are open to all pupils, including pupils with SEND. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.
- Our accessibility plan, which can be found on our school policies page, gives further information about many of the ways we are ensuring our school site, curriculum and activities continue to be designed to meet the needs of all pupils.
- [Accessibility Plan \(Shires MAT\).pdf - Google Drive](#)

What support will there be for my child's overall well- being?

- We believe it is vitally important for pupils with social, emotional and mental health needs to have a sense of belonging in our school community. Therefore, our school leaders, teachers and Learning Support Assistants provide a nurturing and caring environment for the positive wellbeing of all children. **MM1**
- Staff provide a high standard of support and make sure they plan their lessons to provide pupils with opportunities **MM2** to develop their social and emotional awareness.
- We have an **Intimate Care policy** and a **Supporting pupils with medical conditions policy**, medical **MM3** have been shared on a 'need-to-know' basis, ensuring high quality care and provision as well as appropriate levels of confidentiality.
- Our **Positive Behaviour Policy**, has been implemented by all staff, who are committed to creating an environment where exemplary behaviour is at the heart of productive learning and everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
- [Behaviour Policy.pdf - Google Drive](#)

[Supporting pupils with medical conditions \(Shires MAT\) Aut23.pdf - Google Drive](#)



Slide 21

- MM1

Link!!!!!!!
Mrs R McGhie, 2023-10-05T10:50:54.389
- MM2

Link!!!!!!!
Mrs R McGhie, 2023-10-05T10:51:17.156
- MM3

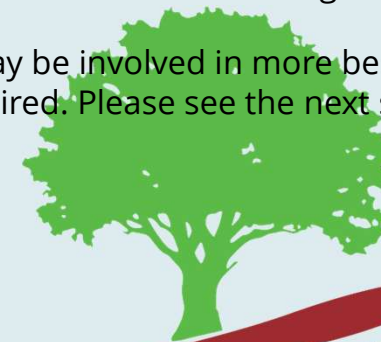
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Mrs R McGhie, 2023-10-05T10:52:54.611

What support will there be for my child's overall well- being?

- We value the child voice and seek their contributions through evaluating their achievements and progress in lessons, whole school council, Individual Learning Plans (APDR) as well as in their annual written report.
- We talk explicitly about mental health and encourage all pupils to look after their mental health just as much as they do their physical health.
- For a small number of pupils, it may also be appropriate to make a referral to an outside agency such as the Children and Adolescent Mental Health Service (CAMHS).
- We have a Mental Health Lead (Miss McQueen) and Mental Health first aider (Mrs. Davis) who can support pupils in times of difficulty.

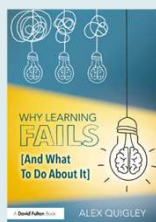
What training have the staff supporting SEND had or what are they having?

- All staff at Feckenham Primary School are familiar with the Special Educational Needs Code of Practice (2015). [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/478142/sen-cop-2015.pdf)
- All staff receive regular training, at Trust level, as part of the school training offer and to meet their personal training requirements.
- We regularly invest time and money in training our staff to improve delivery of high-quality adaptive teaching and targeted interventions as well as developing individual knowledge and skills.
- Weekly staff meetings update on matters pertaining to special education needs and disability.
- Our SENDCo has completed the mandatory National SENCo Award and is a qualified teacher. All teachers have **Qualified Teacher Status** and support staff have the relevant qualifications for their role.
- We have established relationships with professionals who support the school and all external partners we work with are vetted in terms of safeguarding
- Across the year, a number of staff may be involved in more bespoke training, such as epilepsy or physical difficulty, as required. Please see the next slide for CPD.



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What training
have the staff
supporting
SEND had or
what are they
having?



Area of knowledge/skill	Role of staff undertaking CPD	Training received from
Why Learning Fails and What to do about it? Alex Quigley	All Teachers All Teaching Assistants	Mrs. Jeannette Little Mrs. Tanya Howarth
SEND NPQ Continuing this academic year	Miss. Iona McQueen	Best Practice
LPMNPQ Leading Primary Mathematics	Mrs. Tanya Howarth	Church of England
Speech and Language	Mrs. Denise Barker Mrs. Mandy Sealey	NHS: Speech and Language therapy team.
Adaptive teaching Sue Cowley	All Teachers All Teaching Assistants	Sue Cowley
Creating an autism-friendly classroom:	Initially Tanya Howarth Then all teaching staff.	Worcestershire County Council And the Tanya Howarth
Primary Maths HUB: Mastery Maths	Mrs. Vicky Dennis Mrs. Catherine O'Donell	NCETM
Creative RE	Mrs. Jeannette Little Miss. Iona McQueen	Worcestershire Diocese
Oracy	Mrs. Jeannette Little	Chis Quigley
Assessment Across the Curriculum	Mrs. Jeannette Little	Chis Quigley
Specialist Knowledge for Teaching Mathematics - Primary Teaching Assistants	Mrs. Tanya Howarth Mrs. Vikki Rutter Mrs. Denise Barker	NCETM
Supporting children with Complex needs in Mainstream Schools.	Mrs. Mandy Sealey Mrs. Denise Barker	SEN services

How accessible is the school both indoors and outdoors?

- We have a full Accessibility Plan/Policy in place and as such, we consider our environment to be fully accessible to meet the needs of our learners and their families.
- [Accessibility Plan \(Shires MAT\).pdf - Google Drive](#)
- We are vigilant about making reasonable adjustments, where possible. Our policy and practice adhere to The Equality Act 2010.
- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)
- We value and respect diversity in our setting and do our very best to meet the needs of all children.



Slide 25

MM1

Link!!!!

Mrs R McGhie, 2023-10-05T10:55:41.757

How are parents involved in the school? How can I get involved?

- Parents/carers are encouraged to be involved in their child's education and are a valuable part of our school community.
- We whole-heartedly believe in partnering parents/carers in a two-way dialogue to support a child's learning, needs and aspirations. We operate an open-door policy. We take every opportunity to strengthen this dialogue as the more dialogue we share with home, the more we can make sure we are getting support and provision right for your child.
- Parents are invited to contribute via several means:
 - Assess Plan Do Review Meetings – at least three times a year
 - Parents Evenings – Twice a year
 - Community Café mornings half termly
 - SEND audit
 - School information report survey
 - Parent Questionnaire
 - Promote links to Early Help
 - Home Diaries – Individual children



How do children contribute their views about their support and who can help them?

- A pupil's own voice is a really important part of the jigsaw, sitting at the heart of our thoughts and feelings around the provision in place to support them. We will always ensure we are listening to pupils and giving them the opportunity to be heard as we make sure the right support is in place for the right pupils at the right time.
- All children are encouraged to take part in Pupil Voice' activities, which include;
 - Evaluating and reflect on their achievements and progress in lessons.
 - Contributing to target settings.
 - Being part of APDR review meetings to create Learning Plans which includes their likes, dislikes, strengths and areas for development. This is updated throughout the year as appropriate Attend review meetings (where appropriate)
- Every child has a voice on School Council, their views are collected regularly throughout the year.



What specialist services are available or can be accessed by the school?

- We have links with outside agencies whose expertise may be called upon when necessary, and always with parental agreement. The expertise of outside agencies is called upon as part of the **Assess, Plan, Do, Review** and is collaborative decision between the SENDCo, Class Teacher and Parents/Carers.
- Outside agencies used are;
 - Learning Support Team – Chadsgrove Support Services
 - Complex Communication Needs Team – Chadsgrove Support Services
 - School Nurse
 - NHS Wellbeing and Emotional Support Team.
 - Child and Adolescent Mental Health Services (CAMHS).
 - NHS speech and language therapy services.
 - Chadsgrove physical difficulty team and the hearing/visual impairment teams where appropriate
- Parents may also have access assistance through SENDIAS.
- [Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)
- Families in Partnership
- [Families in Partnership \(fipworcs.org.uk\)](http://fipworcs.org.uk)

MM1



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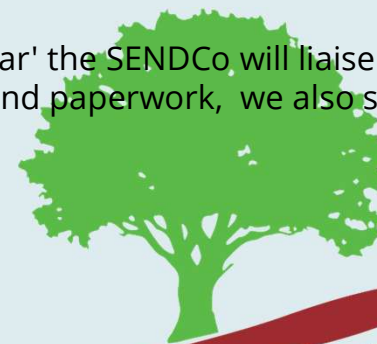
MM1

LINKS!!!!!!

Mrs R McGhie, 2023-10-05T11:04:34.257

How will the school prepare and support my child when transferring classes or schools?

- When transferring classes within our school, all children have a transition day in July where they spend the day with their new class teacher and those who will support them in the following year.
- Children who are on the SEND register and other individuals who need additional support, may spend extra time in their new classes, and have a transition booklet detailing photographs of their new teacher, learning support assistants and the learning environment to take home over the summer holidays.
- Those children have an EHC plan or have some 1:1 support, will keep the same support for the following academic year if at all possible.
- All teachers have a robust handover from the previous class teacher.
- For children who are transferring to secondary school, we have particularly strong relationships with the secondary schools and offer a robust transition. During Year 6 all children are offered transition days in July. Those children on the SEND register are offered additional transition experiences. We have a robust handover with staff at secondary schools, which includes the secondary SENDCo, and Head of Year 7, additionally all paperwork is transferred.
- For some pupils, additional transition activities may be arranged on a personalised basis
- For those children who transfer 'in year' the SENDCo will liaise with the child's new school, to hand over all information and paperwork, we also support transition days for these children.



Who can I contact for further information or to complain about SEN issues?

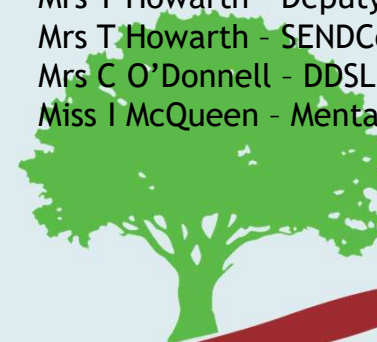
- We operate an open-door policy, so please talk to your child's class teacher in the first instance. MM1
- Further support can be gained from the, SENDCo, or Head teacher.
- If you would like to discuss any issues further, you are welcome to contact the school [01527 892756](tel:01527892756)
- Complaints should be made using the school complaint form which can be found on the school website.
- [Complaints Form \(Shires MAT\) May 23.docx - Google Docs](#)
- [Complaints Policy and Procedure \(Shires MAT\) May 23.pdf - Google Drive](#)

Teachers

Miss I McQueen- EYFS and Year 1
Mrs C O'Donnell- Year 2
Mrs V Dennis- Year 3 and 4
Mrs T Howarth and Mrs S Rajjayabun
Year 5 and 6

SLT

Mrs J Little - Headteacher and DSL
Mrs T Howarth - Deputy Head and DDSL
Mrs T Howarth - SENDCo
Mrs C O'Donnell - DDSL
Miss I McQueen - Mental Health Lead



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Slide 30

MM1

Link!!!!

Mrs R McGhie, 2023-10-05T11:09:04.311

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The Local Offer

In addition to the information on the school's website, parents/carers can access services through the Local Authority's Local Offer which can be found on the Worcestershire Children First Website:

[SEND Local Offer | Worcestershire County Council](#)

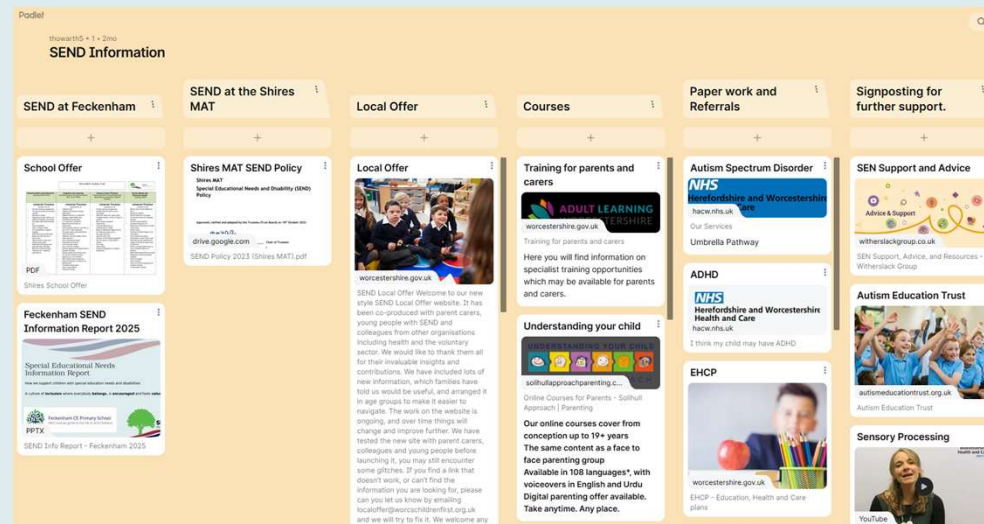


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Padlet is a useful resource found on the school website, here you can find a collection of SEND and Mental Health information for children, young people and Families.

Please click on the link below
[SEND Information](#)

Padlet



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SENDCo and Deputy Head:
Mrs. Tanya Howarth.

Please contact via the school office
Feckenham CE Primary School,
School Lane,
Redditch
B96 6QD
01527 892756
office@fps.shiresmat.org.uk

School Contact details:

All teachers carry out a Key Professional role for pupils with SEND/EHCPs, ensuring a strong relationship is built with the pupil and with parent/carers, and are the first point of contact for parents/carers. They liaise with the SENDCo to support all the needs of the pupil.



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What other support services can help me?

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[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.

[Welcome to ASDFriendly.org](#) - ASD Friendly is a close-knit community of parents and carers of people with Autism and Asperger's Syndrome. Established in April 2003, ASD Friendly brings us together to share tips, vent frustrations and generally have a laugh about things that other people would never understand. We know that caring for a disabled child is difficult and rewarding; it's good to know that we don't need to do it all alone.

[National Autistic Society \(autism.org.uk\)](#)

[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.



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What other support services can help me?

[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/carers/guardians, teachers and young people

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

[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.

[The Dyscalculia Information Centre](#) - [The Dyscalculia Information Centre](#)

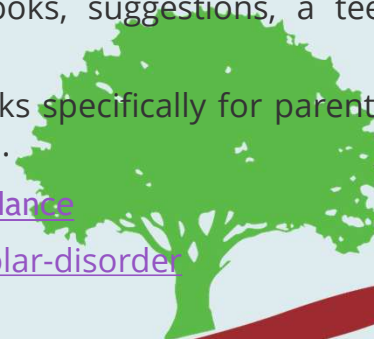
[Dyslexia research trust](#) - for diagnosis service

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

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

[PDA Society](#) - [Pathological Demand Avoidance](#)

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



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What other support services can help me?

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.



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What other support services can help me?

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.

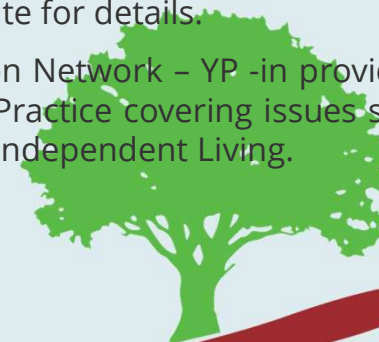
SOS SEN - A national charity aiming to empower parents and carers of children and young people with SEN and disabilities to access the help they are entitled to, particularly in the education system.

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.



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What other support services can help me?

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.

