

# 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**.



# Meet the team



Special Educational Needs and Disability Coordinator (SENDCo) and Assistant Head:  
Mrs Helen Broughton



Headteacher and Mental Health Lead:  
Mrs Sally Baker



SEND Governor:  
Suzie Watts



Communication Teaching Assistant  
Mrs Marinela Munteaneu

Please contact via the school office

St Luke's CE First School

Plymouth Road North

Southcrest

Redditch

B97 4NU

[admin@slf.endeavourschools.org](mailto:admin@slf.endeavourschools.org)



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# Our School Vision

In our St Luke's family, we recognise we are all God's children and through our caring and nurturing environment, we follow His word. We trust and rely on God's teaching so that we can encourage each other, develop our relationship with one another and the world, and flourish in all that we do.

God's word is a lamp to my feet and a light to my path (Psalm 119 v.105)

# Our School Christian Values

- Hope
- Trust
- Justice
- Forgiveness
- Humility
- Resilience



# Safeguarding

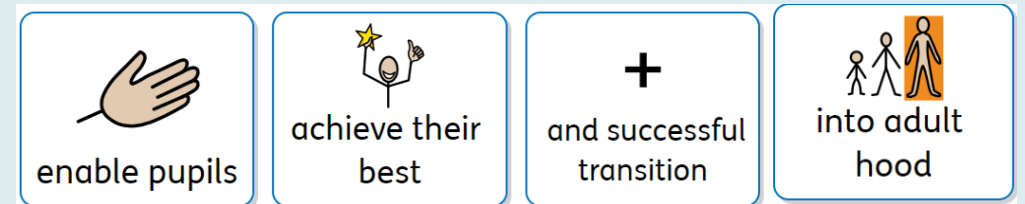
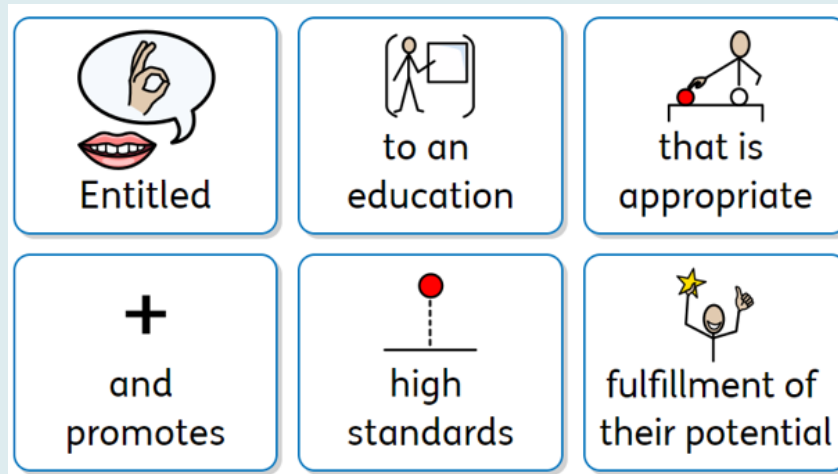
- St Luke's recognises that children with Special Educational Needs and Disabilities or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These are discussed in staff training, including regular updates throughout the school year. These 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.



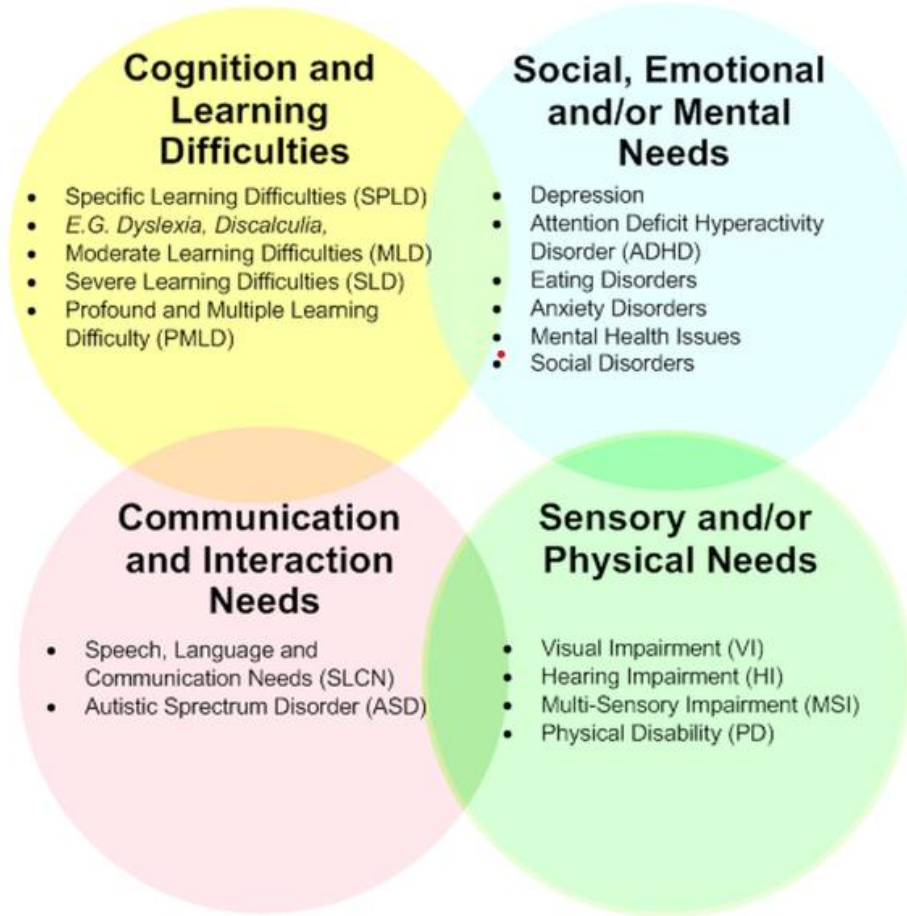
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# School beliefs and values around SEND

St Luke's CE First School is a small Church of England school. St Luke's CE First School, is committed to being a fully inclusive school that values all 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.



# Areas of Special Educational needs



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



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- ▶ [How does the school know if a child needs extra help?](#)
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# Page 2 Quick links:

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# What should I do if I think my child has Special Educational needs?

|        |                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assess | If you think your child might have SEND, raise your concern with your child's class teacher.                                                                                                                                                                                                                                                                                                                                  |
| Plan   | Your child's class teacher will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together you will complete the Identification of Needs form, this includes parent views, pupil views and teacher views. This form is then passed to the SENCO. The SENCO will observe the pupil and offer advice/strategies class teacher should implement. |
| Do     | Class teacher will implement the agreed strategies and monitor these over an agreed period of time. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.                                                                                                                                                                                                   |
| Review | At the end of the agreed period time, a meeting will be held with parents, pupil (if appropriate) class teacher and SENCO. If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.                                                  |



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

All teachers help to notice concerns and share these with the Special Educational Needs and Disability Coordinator (SENDCo).

There are four main areas of need:

- Cognition and Learning
- Communication and interaction
- Social, emotional and mental health
- Physical or sensory needs

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If a teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will meet with parents to discuss concerns and complete the Identification of Need form and the Assess, Plan, Do Review process explained on the previous page.



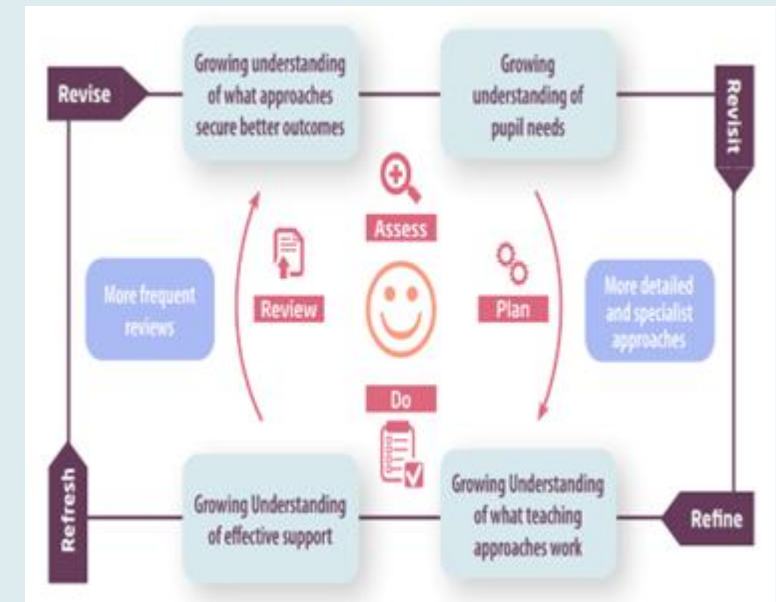
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# How will school know how my child is doing?

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We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.

|               |                                                                                                                                                                                                                                                                                |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assess</b> | If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.            |
| <b>Plan</b>   | In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff. |
| <b>Do</b>     | We will put our plan into practice.<br>The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.                                       |
| <b>Review</b> | We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.                    |



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# How will I know how my child is doing?

We regularly share your child's progress with you and offer opportunities to meet with staff to discuss how we can work together to support their learning.

This includes:

- **Two parents' evenings each year**
- **A written annual report**

Your child's **Pupil Passport** and targets will be shared with you **via Edulink** at the start of the school year. You will be able to access these using your secure login and share your views. When your child's targets are reviewed and new ones are set, you will again be invited to log into Edulink to provide your comments and feedback

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Children with an **Education, Health and Care Plan (EHCP)** will have a formal annual review each year. This includes reports and input from school staff and any external professionals involved in supporting your child.

Parents and carers will be invited to attend the review meeting to share their views and discuss your child's progress, strengths and needs.

Following the meeting, a report is completed and shared with the Local Authority, who will consider whether any changes to the EHCP are needed.



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# How will the school adapt its teaching for my child?

High-quality teaching is the first step in meeting your child's needs. We ensure every child has access to a broad and balanced curriculum throughout their time at our school. We adapt our teaching approaches to suit how each child learns best. There is no 'one size fits all' approach—support is personalised to ensure it is meaningful and effective for your child.

Below are examples of the types of adaptations we may use at different levels (waves) of support.

| Waves of Provision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wave 1 - Universal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Wave 2 - Targeted                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Wave 3 - Specific                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Quality First Inclusive Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Additional interventions to enable pupils to work at age related expectations or above                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Additional highly personalised interventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• High levels of expectations and challenge for pupils</li> <li>• Teachers adapt curriculum to cater for SEND and all learning styles</li> <li>• Assessment for learning, clear feedback and opportunities for pupils to respond</li> <li>• Full time TA support in every class.</li> <li>• Key vocabulary taught in all subject areas</li> <li>• In-class targeted support from teachers</li> <li>• Adapted learning objectives and differentiated success criteria's</li> <li>• Recap/retrieval at the start of lessons</li> <li>• Differentiated questioning</li> <li>• Clear school rules and expectations</li> <li>• Use of <u>Widgit</u>s for resources</li> <li>• Visual timetables in every class</li> <li>• Use of working walls and displays to support vocabulary and learning steps</li> <li>• Now/Next and task management boards</li> <li>• Class dojo points</li> <li>• Weekly celebration certificates</li> <li>• <u>Wellcomm</u> Assessment screening in YR.</li> <li>• Kinetic Letters</li> <li>• Timetable <u>Rockstars</u></li> <li>• PSHE lessons taught using <u>Heartsmart</u></li> <li>• Regular communication between staff and parents/carers.</li> <li>• Use of SEN equipment such as coloured overlays, wobble cushions, fidget toys, weighted cushions, sand timers, talking tins.</li> <li>• Movement breaks when necessary</li> </ul> | <ul style="list-style-type: none"> <li>• ½ termly whole class provision maps. Reviewed midpoint and end.</li> <li>• 1-1 or small group catch up interventions (phonics, reading, maths, writing, listening skills, <u>Wellcomm</u>)</li> <li>• 1:1 daily reader support</li> <li>• Pre – teach vocabulary groups</li> <li>• Precision Teaching</li> <li>• Maths pre-teach groups.</li> <li>• Fine and gross motor interventions</li> <li>• ELSA (Emotional Literacy) support</li> <li>• Lego therapy</li> <li>• Speech and Language support; 1:1 speech therapist/assistant and/or TA delivering SALT support programme/targets.</li> <li>• Input/support from Beacon Outreach team (SEMH support)</li> <li>• Support from Educational Psychologist</li> <li>• Individual report card</li> <li>• Family support worker</li> <li>• Social stories</li> </ul> | <ul style="list-style-type: none"> <li>• Individual Provision Maps</li> <li>• Educational Health Care Plan (EHCP)</li> <li>• Individual work stations (TEACHH)</li> <li>• 1:1 TA support</li> <li>• Language Base (The Ark)</li> <li>• Support from external professional such as Educational psychologist, Child and Adolescent Mental Health Service, Speech Therapists, Community Paediatrics, Teacher of the Deaf, Occupational Therapists.</li> <li>• Individual home/school communication book</li> <li>• Personal Health Plan (PHP)</li> <li>• Additional transition visits</li> <li>• Termly reviews (IPM)</li> <li>• Annual reviews (EHCP)</li> </ul> |

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

- We carefully manage our school budget to support both school priorities and the individual needs of our pupils. The Headteacher, Governors and Finance Manager oversee all spending.
- We monitor budgets closely and link spending to our School Improvement Plan. When specialist equipment, facilities or support are needed, these are arranged in discussion with the Headteacher and SENDCo.
- Funding is used flexibly to meet the needs of each group of pupils. Support such as specialist resources, facilities and input from outside professionals is funded through the SEND budget and planned as part of the Assess, Plan, Do, Review cycle.
- The Headteacher and SENDCo work closely together to ensure pupils with additional needs receive the support they require.
- For pupils with an Education, Health and Care Plan (EHCP), any top-up funding is used specifically for that child, in line with the provision recommended by professionals involved in their plan.

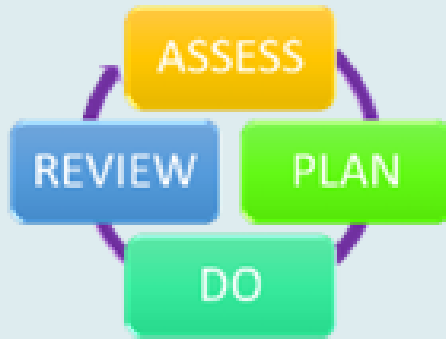
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# How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by using the Assess, Plan, Do, Review cycle.



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We will also take into consideration the following when evaluating their support and progress:

- ☐ Pupil views
- ☐ Views of parents
- ☐ Views of external professionals (if any are involved with your child)
- ☐ SLT monitoring
- ☐ Pupil Progress meetings
- ☐ Rubrics progress measures from interventions
- ☐ Information shared at annual review meetings (if they have an EHCP)



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

- We are committed to ensuring all pupils can take part in both lessons and extra-curricular activities.
- The SENDCo and class teachers work together to make reasonable adjustments so that every child can access trips, visits and learning opportunities.
- We actively encourage pupils with SEND to join after-school clubs, helping them build confidence, learn new skills and feel included.
- All activities outside the classroom are carefully risk assessed to ensure they are safe and accessible for everyone.

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# 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 staff provide a nurturing and caring environment for the positive wellbeing of all children.
- Staff provide a high standard of support and make sure they plan their lessons to provide pupils with opportunities to develop their social and emotional awareness.
- We have an **Intimate Care policy** and a **Supporting pupils with medical conditions policy**. Medical needs are shared on a 'need-to-know' basis, ensuring high-quality care and provision as well as appropriate levels of confidentiality.
- Our **Behaviour Policy**, is implemented by all staff, we 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.

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

## **Pupil Voice**

- We value pupil voice and involve children in reviewing their progress and achievements.
- Pupils with SEND contribute to their personalised Pupil Passport and annual reports.
- Children can share their views through groups such as School Council, Wellbeing Champions and Worship Warriors.

## **Emotional Wellbeing & Mental Health**

- We promote positive mental health and wellbeing across the school.
- Support is available through our ELSA (Miss Grubb) and Family Support Worker (Tabatha Kenny).
- Our Mental Health Lead is Mrs Baker.
- Where needed, we work with external services, including CAMHS, to provide additional support.

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

- All staff at St Luke's CE First 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)
- 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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# 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 current learners and their families.
- 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.

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

- We work in partnership with parents and carers to support pupils with SEND.
- Parents are involved in reviewing their child's progress, targets and support through twice yearly parent evening meetings.
- We encourage parents to share their views and contribute to their child's SEND reviews and Pupil Passport through Edukey.
- The SENDCo is available to discuss concerns, answer questions and provide advice.
- Parents are invited to school events, 'Work with Me' sessions and information sessions throughout the year.

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# 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;
  - Educational Psychologist
  - NHS Speech and Language therapy services.
  - Complex Communication Needs Team – Chadsgrove Support Services
  - School Nurse
  - Child and Adolescent Mental Health Services (CAMHS).
- Parents may also have access assistance through SENDIAS.
- [Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)

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

- When transferring classes within our school, all children have two transition days 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, teaching 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 middle/primary school, we have particularly strong relationships with the local schools and offer a robust transition. During Year 4 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 middle/primary schools, which includes the meeting with the SENDCo and head of year/key stage. Additionally, all paperwork is transferred securely.
- 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.

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# 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.
- Further support can be gained from our SENDCo, Mrs Broughton or Headteacher, Mrs Baker.
- If you would like to discuss any issues further, you are welcome to contact the school [01527 541219](tel:01527541219).
- Complaints should be made using the school complaint form which can be found on the school website.

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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](#)



The screenshot shows the Worcestershire County Council website header with a purple navigation bar. The main content area features a grey box with the title 'SEND Local Offer' and a description: 'Information and advice for families with children and young people with SEN and/or disabilities.' To the right of the text is a photograph of several young children in school uniforms sitting on a colorful mat. At the bottom of the page, a small paragraph states: 'Our Local Offer provides information about provision families can expect to be available across education, health and social care for children and young people who have Special Educational Need (SEN) or are disabled, including those who do not have Education, Health and Care (EHC) plans. You can find out about resources, services, support, activities and events here.'

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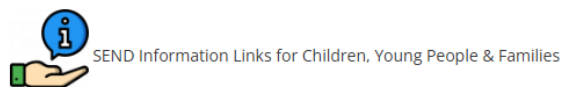
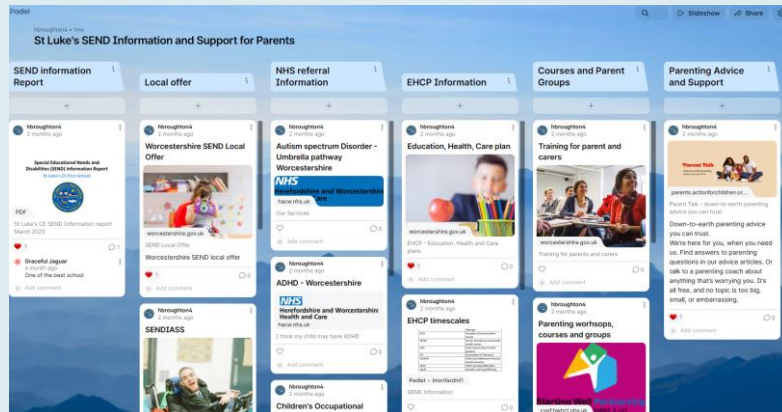
# Padlet

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

[St Luke's SEND Information and Support for Parents](#)

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# School Contact details:

SENDCo and Assistant Head:  
Mrs Helen Broughton

Please contact via the school office  
St Luke's CE First School,  
Plymouth Road North,  
Redditch  
B97 4AP  
01527 541219  
[admin@slf.endeavourschools.org.uk](mailto:admin@slf.endeavourschools.org.uk)

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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. Teachers 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?

[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/](http://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](http://www.lucid-research.com) - Memory boosters for children aged 4-11, especially those with special educational needs

[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk) - Mental Health Foundation has on-line information about anxiety, depression, ADHD etc.

[www.masteringmemory.co.uk](http://www.masteringmemory.co.uk) - Boosting working memory programs for children 2-11 or 11-adult.

[www.mylifemychoice.org.uk](http://www.mylifemychoice.org.uk) - My life my choice - helping people speak up and develop their skills

[www.autism.org.uk/directory.aspx](http://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](http://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](http://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](http://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](http://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://SOSSEN.org.uk) - 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.

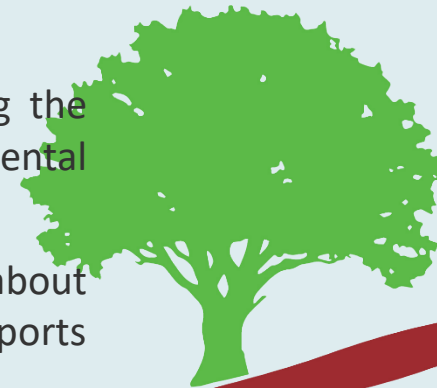
[www.soundabout.org.uk](http://www.soundabout.org.uk) - Soundabout – information about special music making workshops for children, young people and adults with disabilities.

[www.talkingpoint.org.uk](http://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](http://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](http://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](http://www.cpsport.org) - Multi Sport – developing sports activities for children and young people with Cerebral Palsy.

[www.specialolympics.org](http://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.

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