

# SEND Policy

East Ravensdale Church of England

Primary School



Review date: .....Summer 2016.....

# **EAST RAVENDALE PRIMARY ACADEMY**

## **A POLICY FOR SPECIAL EDUCATIONAL NEEDS**

### **INTRODUCTION**

This policy complies with the statutory requirement laid out in the SEND Code of Practice

0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils with medical conditions 2014
- The National Curriculum in England Key Stage 1 & 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Created by the SEND Co with the SEND Governor in liaison with the SLT advocate, all staff and parents of pupils with SEND, as a co-production in the spirit of the current reform

We take a holistic approach to all of our children and this policy should be read in conjunction with Safeguarding, managing medicines, behavior management, PSHE, inclusion, feedback, accessibility plan, anti-bullying, etc. Our emphasis on pastoral support, and its interactions and engagements with outside agencies, ensures we cater for all of our facets of our children's needs. This, importantly, includes working with and challenging parents.

## SECTION A: School Arrangements

### DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

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

#### **Special educational provision means: -**

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area."

*Education Act 1996, Section 312*

The SEND Code of Practice, 2014 (page 86 onwards) refers to four broad categories of need: communication and interaction; cognition and learning; social, emotional and mental health, and; sensory and/or physical needs. These areas give an overview of the needs that must be planned for. At East Ravendale these allow a 'signpost' approach to supporting needs and give a framework for identifying needs. We do not use these categories to 'label'; we consider the 'whole child' and work from what the child can achieve in a positive approach to support.

The following do NOT constitute a special educational need necessarily but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute a SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Under the new Code of Practice (2014) identifying behaviour as a need is no longer acceptable. Concerns regarding behaviour should be regarded as an underlying response to a need which should be recognised and supported through knowledge of the child or young person.

## **AIMS**

Our aim is to identify children with Special Educational Needs as early as possible and as quickly as is consistent with thoroughness so that their needs are met as effectively as possible and that each child may attain their full potential. Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.

We practise a policy of educational inclusion aiming to meet as far as possible the needs of all pupils within mainstream education.

We work in close partnership with parents/carers who have a vital role to play in supporting their child's education. At East Ravensdale we believe in the importance of Parent/Carer/School relationships as platforms for co-operative and collaborative working.

We strive, through an innovative and interactive curriculum and through providing exciting educational experiences to engage, motivate and inspire our children and young people. We seek to raise aspirations to provide a future-facing purpose, that will help our children and young people regardless of SENDs, to plan, strive and develop pathways that will carry them to their long-term goals in life. Ensuring positive outcomes is at the forefront of everything that we do.

## **OBJECTIVES**

**The objectives of our policy are:**

- To work within the guidance provided in the SEND Code of Practice, 2014
- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised
- To manage resources to ensure all children's needs are met
- To involve children and parents/carers in the identification and review of the targets set for individual children
- To monitor and review provision and progress regularly through evidence-based approaches and shared delivery towards outcomes
- To work in co-production with parents/carers of children who have special educational needs;

- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To provide support and advice for all staff working with special educational needs pupils;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- To review Education and Health Care Plans annually
- To ensure that the targets set for children and young people with SENDs are specific, measurable, achievable, realistic and time related

## **ROLES AND RESPONSIBILITIES**

### **Governors' Role-** The Governing Body must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the 'responsible person' – the Head Teacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those children who have special educational needs
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the children with whom they are educated and the efficient use of resources
- Report to parents/carers on the implementation of the school's policy for children with special educational needs
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child

The Governor with responsibility for special needs is Mr Barnes-Browne.

### **The governors play an important role in ensuring that:**

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;  
SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process and provision map;
- The quality of SEND provision is continually monitored;
- The SEND policy is reported on in the school prospectus and school handbook

**The SENDCo's Role-** The SENDCo in conjunction with the Head Teacher and governing body will:

- Report to the Senior Leadership Team advocate to co-ordinate a strategic approach to SEND
- prepare and review SEND policy
- oversee the day-to-day operation of the SEND policy
- coordinate provision for children with SEND
- liaise with colleagues to support them in identifying, assessing and planning for children's needs and ensuring that children make progress
- help to coordinate the work of the one-to-one teaching assistants
- formulate and maintain a Special Educational Needs Register
- oversee the records of all children with SEND
- in conjunction with the class teacher liaising with parents/carers of children with special educational needs
- contribute to continuing professional development (CPD)
- liaise with outside agencies
- oversee and maintain specific resources for special educational needs
- monitor, evaluate and report on the provision for children with SEND to the governing body in conjunction with the designated responsible person

The SENDCo in school is Richard Mottram

**The Class teacher's role** – Class teachers have the responsibility to:

- identify pupils requiring support in their classes and consult the SENDCo for advice and/or support
- differentiate activities for all pupils
- monitor individual progress
- raise initial concerns at staff meetings or through the school's system for referral
- meet with parents and other agencies when appropriate
- instruct and support T.A.s in the delivery of programmes of support, observe, evaluate and review these regularly in line with the school's systems
- review progress at least three times a year and keep the SEND Co informed
- support the SEND Co's review process with the relevant documentation, target setting and feedback on individual progress

**Teaching Assistants (TAs)** - We believe that TAs play an important role in supporting pupils with SEND. In helping to make inclusive education possible TAs at East Ravensdale are an integral part of the children's support programme. Considerable support is given to support their training needs and some have become experts in their specialty such as phonics and speech and language. They:

- are involved with class teacher, SENDCo, parents and the child in target setting, implementing and reviewing these regularly
- providing both 1:1 and small group tuition under the supervision of the class teacher
- assessing pupil's progress

**The Head teacher's role-** The Head Teacher will have overall responsibility for all special needs and disability matters. The Head teacher is Richard Mottram.

Name of Designated Teacher with specific Safeguarding responsibility: Richard Mottram

Name of member of staff responsible for managing PPG/LAC funding: Richard Mottram

Name of member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Richard Mottram

### **ADMISSION ARRANGEMENTS**

Normal admission arrangements apply. The admissions policy is based on the agreed NE Lincolnshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement, or has been receiving extra support from LEA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

### **SPECIALISMS AND SPECIAL FACILITIES**

Our school over two storeys with ramps and a lift for access and there are toilets and a disability suite, including shower for disabled users.

## **SECTION B: Identification, Assessment and Provision**

### **ALLOCATION OF RESOURCES**

#### **SEN Funding**

A proportion of the school budget is allocated to Special Needs staffing and equipment. Increases reflect school improvement priorities and levels of funding.

The school budget will support Standards Fund and SEND allocation in the employment of Teaching Assistants.

## **Resources**

Resources used by children having special educational needs are available within the classroom and shared resources are centrally stored. Following an audit of need, money may also be spent on further additional resources, staffing costs and time allocated to the SENDCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENDCo and further referred to the School Business Manager.

## **IDENTIFICATION, ASSESSMENT AND REVIEW**

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach. The following outlines this process in action:

- All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- Quality First Teaching will ensure that all pupils receive a high standard of teacher input based in class in the first instance. The Code of Practice (2014) states that pupils should only be considered as SEND if they do not make adequate progress once they have had all the intervention/adjustments and quality personalized teaching (page 88, Section 6.37 onwards).
- Regular reviews of progress take place that allow teachers to highlight any children or young people are at risk of underachievement. Initially this may take the form of a dialogue between the class teacher and the SEND Co to improve understanding of strategies to support vulnerable pupils, or the teacher's knowledge of a range of SENDs.
- All information (observations, testing, assessment and specialist input) is considered, alongside pupil progress, national data sets and expectations. If appropriate, external specialists will be included in the dialogue, with full parental consultation at every step.
- The Assess-Plan-Do-Review process is used to ensure that the effectiveness of any intervention is evaluated within the whole process.
- Parents/carers are fully informed and involved in all aspects of this process.

## **MANAGING PUPILS' NEEDS ON THE SEN REGISTER**

There is now a single category of support, SEN SUPPORT. This replaces the previous categories of School Action and School Action Plus. It is still important, however, to break the graduated approach into manageable and targeted support levels. As every child or young person with SEND is different, East Ravensdale uses a personalised approach to providing interventions and support. This ensures that we respond to specific needs in an holistic way, that allows immediate responses at the correct level.

### **Assessment and identification:**

- We use a Provision Map, regular monitoring, overviews and data analysis to review and record provision.
- The Senior Leadership Team review and update the Provision Map.
- The Local Offer outlines for parents, children and young people, and the wider community the provision available at East Ravensdale (in appendices).
- Teams meet regularly to determine when to refer a child to the SEND Co for further analysis and assessment. This is discussed fully with parents/carers and their views and input sought at the earliest possible opportunity.

#### **Graduated approach to support:**

- Where concerns are raised and a need is identified, the child is placed on the SEND Register for support and intervention. At this time the child may be placed at a level known in East Ravensdale as School Support, where a lower level of input will be put in place to support need.
- Regular updates with teachers and parents/carers will take place (at least three times a year), alongside Parents' Evenings, informal discussion and phone/e-mail updates.
- Should a child make progress with tailored support and evaluated intervention, a meeting will take place with parents and the period of support will cease. The child will be monitored, however, for the coming term, to ensure that the needs have been fully addressed and progress is maintained.
- Should adequate progress not be made, despite targeted intervention and regular discussion with the class teacher, a further level of support can be called upon. At East Ravensdale this is called Enhanced Support and may entail the specialist teacher (SEND Co) working with the child, the Educational Psychologist or other outside agency personnel to become involved. This decision will be taken in full consultation with parents/carers, the child and staff involved in the educational provision for that child.
- For any decision, intervention or input, East Ravensdale uses the ASSESS-PLAN-DO-REVIEW process to ensure an evaluative and informed approach to the support we offer.

#### **Criteria-based decision-making:**

- Children and young people with SEND are consulted wherever possible about their levels of need and what works for them.
- Where an intervention has resulted in the expected outcomes and the child/young person feels confident about their ability, the decision will be taken to cease the current level of support. As each child has a different starting point in this process, the decision will be based upon the targets set in line with expectations, with the ability of the child/young person and with the identified need uppermost.

### **CURRICULUM ACCESS AND INCLUSION**

(See also the Inclusion Policy).

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. Children, wherever possible, are involved in assessing their own learning and establishing what their next steps are.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **EVALUATING SUCCESS**

The school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects:

- Number of pupils with SEND, expressed as a percentage of the school roll, and changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

This data will then be used to evaluate how successful the policy has been and to set an agenda for further developments.

### **COMPLAINTS PROCEDURES**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the SENDCo and head teacher. The chair of governors may be involved if necessary. In the case of unresolved complaint the Academy will follow its complaints policy procedure. If the complaint relates to a child who has an Education and Health Care Plan, and there is funding from the LA to support this plan, then the LA may have their own complaints policy.

## SECTION C: Partnership Within and Beyond the School

### **STAFF DEVELOPMENT**

Through the monitoring and evaluating of our provision the SENDCo will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDCo.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with their mentor to explain the systems and structures in place within the school. The SENDCo will feed into this process specifically to outline the school's SEND provision.

### **LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Authority Team including the Educational Psychologist, Learning Support Team, Physical and Sensory Impairment Support Service team, Speech and Language Therapist, Behaviour Support Team, Autism Outreach and Health and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets in order to ensure a child/young person's attainment is raised. In addition the voluntary sector may play a role in providing services both in and out of school where appropriate.

## **PARTNERSHIP WITH PARENTS/CARERS**

Parents/carers are the most important partners in ensuring an effective working relationship with the school to raise their child's attainment.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents. The SENDCo attends events in school so that there is always a point of contact or someone to speak to.

We have regular meetings, (at least three times a year either as part of a parents' evening or as a separate review meeting), to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Parents/carers' contribution to their child's education is valued highly by the staff of the school.

## **THE VOICE OF THE CHILD**

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning.

Children are involved at an appropriate level in setting targets and in the review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

Children on the SEND Register are as likely to become involved in Clubs, School Council, Form and House activities, and every aspect of school life as children and young people without SEND. We are able to remove barriers in this, as in any aspect of school life, so that all opportunities are open to all children. Where appropriate, we seek to put on additional opportunities so that skills and independent learning opportunities are further enhanced. One example of this from the past year has been

additional movement sessions for children with particular mobility needs. The feedback from the children themselves and from their families has been wonderful.

### **LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS**

This school will attempt to develop close liaison between feeder and receiving schools.

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings where necessary. Liaison from Year 6 to Year 7 usually involves children attending their Secondary School, staff from Secondary Schools visiting and their SENDCo is invited to the last review meeting, to ensure a smooth transition.

As part of the evaluation process a link is also maintained throughout the secondary phase to monitor how children and young people from East Ravensdale progress post-11 and beyond. This will be developed further this coming year through attendance at the SENDCo Forum Meetings.

This school will also maintain a good working relationship with local area special schools. Part of the Outreach Service is provided by Special School Teachers who come into East Ravensdale to work closely with teachers and the SENDCo to adapt, provide resources and develop expertise.

### **REVIEW OF THE SEN POLICY**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body undertakes a thorough review of both policy and practice each year.

### **SECTION D: ACCESSIBILITY**

**Statutory responsibilities:**

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils (and parents/carers) and to implement their plans.
- At East Ravensdale we have produced an Accessibility Plan to prepare accessibility strategies for our setting and our children/parents.
- Part of our planning for accessibility includes identifying and removing barriers to learning. Audits of work, books, activities and curricula are carried out to support this process.
- Every activity, visit or extra-curricular opportunity is accessed and adapted to ensure that all pupils can be a part of it. Again, barriers are identified and plans put in place to remove these and to ensure that we do not have the same issues in future.
- We are beginning to develop accessibility of written communication for children/young people and parents/carers. A range of formats will be developed, along with a range of language translations.
- There is open access for parents/carers which ensures regular contact and the opportunity to immediately address issues for parents/carers.

## **Bullying**

The school's Bullying Policy ensures that the risk of vulnerable youngsters being bullied is mitigated. Regular teaching sessions and assemblies are in place to further remind children/young people of their responsibility in supporting one another and ensuring that every individual feels included and nurtured.

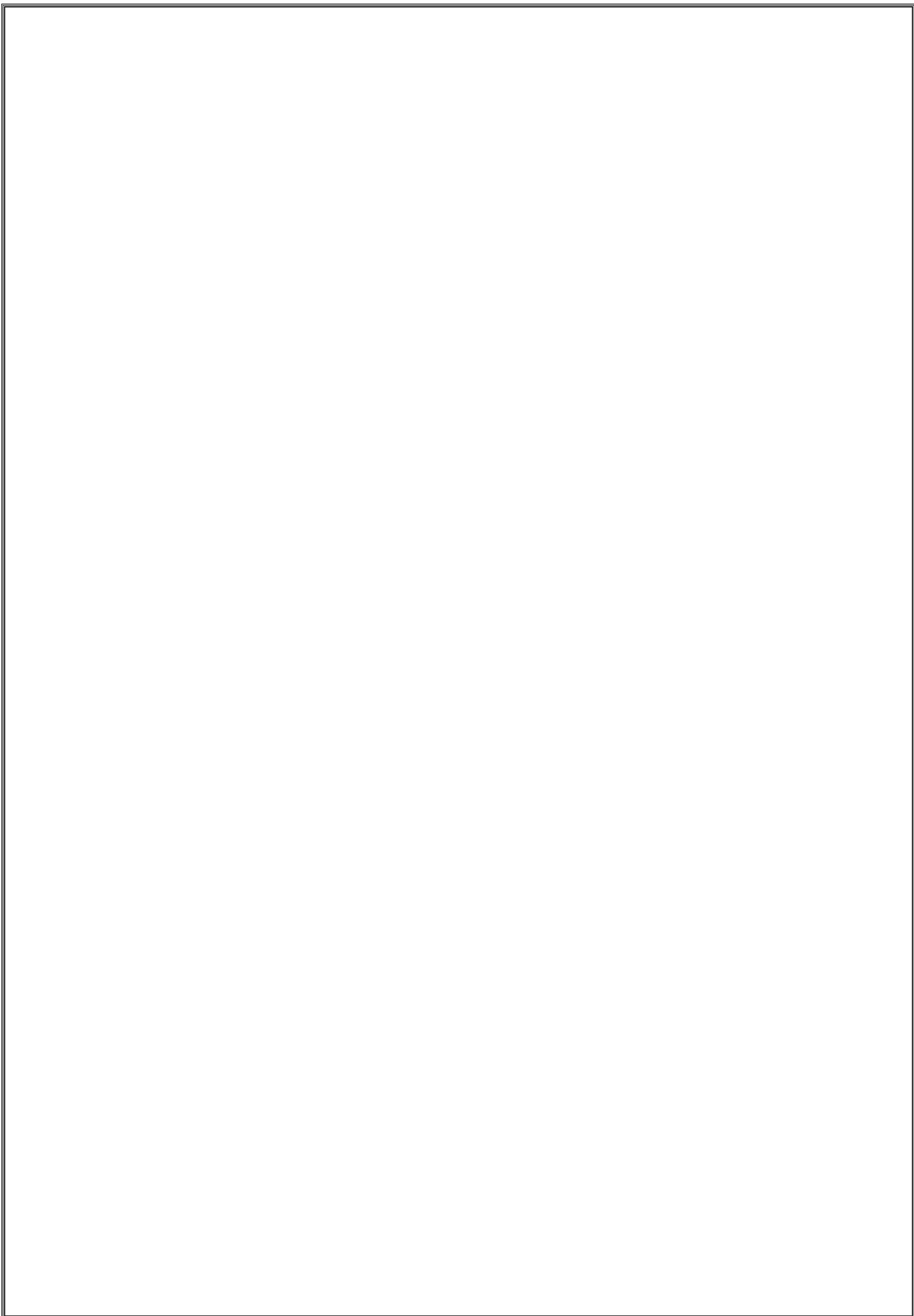
We have a range of interventions that can be used, adapted and implemented to support youngsters who either feel bullied or who have, themselves, bullied others. Where appropriate we can work with families to help them to address issues that may be taking place out of school.

At East Ravensdale we work closely with parents/carers so that they feel confident that their issues are addressed and resolved satisfactorily. Where children/young people may have particular challenges, such as rigidity of thought or challenges with social perception, additional training and advice can be given, along with signposting to other outside agencies, voluntary or parent support groups in the local area.

This policy will be reviewed by .....

Adopted by Governors .....

Signed by Chair of Governors ..... Date.....



## **SECTION E: APPENDICES**

### **Glossary of terms and A-Z of SEND**

ACE-Advisory Centre for Education

ADD-Attention Deficit Disorder

ADDIS-Attention Deficit Disorder Information and Support Service

ADHD-Attention Deficit Hyperactivity Disorder

AEN-Additional Educational Needs

AfL-Assessment for Learning

APP-Assessing Pupil Progress

ARM-Annual Review Meeting

ASD- Autism Spectrum Disorder

BDA-British Dyslexia Association

BESD-Behaviour, Emotional and Social Difficulties

BILD-British Institute of Learning Difficulties

BIP-Behaviour Improvement Programme

BST-Behaviour Support Team

CAF-Common Assessment Framework

CAT-Cognitive Ability Test

CD-Conduct Disorders

CF-Cystic Fibrosis

CFS-Chronic Fatigue Syndrome

CLDD-Complex Learning Difficulties and Disabilities

CPD-Continuing Professional Development

CRB-Criminal Records Bureau

DAMP-Deficits in Attention, Motor Control and Perceptual Abilities

DCD-Developmental Co-ordination Disorder

DDA-Disability Discrimination Act

DfE-Department for Education

DLA-Disability Living Allowance

DS-Down's Syndrome

DVD-Developmental Verbal Dyspraxia

DYSC-Dyscalculia

DYSL-Dyslexia

DYSP-Dyspraxia

EAL-English as an Additional Language

EBD-Emotional Behavioural Difficulties

ECM-Every Child Matters

EHCP-Education, Health and Care Plan

EHRC-Equality and Human Rights Commission

EP-Educational Psychologist

EPi-Epilepsy

ESL-English as a Second Language

EWO-Education Welfare Officer

EYFS-Early Years Foundation Stage

FASD-Foetal Alcohol Spectrum Disorders

FRX-Fragile X Syndrome

FSP-Foundation Stage Profile

GLD-General Learning Difficulties

HI-Hearing Impairment

HMI-Her Majesty's Inspectorate

IDP-Inclusion Development Programme

IPSEA-Independent Panel for Special Education Advice

IQM-Inclusion Quality Mark

KS-Key Stage

LA-Local Authority

LAC-Looked After Children

LDD-Learning Difficulties and Disabilities

MD-Muscular Dystrophy

ME-Myalgic Encephalomyelitis

MND-Motor Neuron Disease

MSI-Multi-sensory Impairment

NAS-National Autistic Society

NBCS-National Blind Children's Society

NCTL-National College for Teaching and Leadership

NDCS-National Deaf Children's Society

NOFAS-UK-National Organisation for Foetal Alcohol Syndrome UK

NSEN-Non-Statemented Special Educational Needs

OCD-Obsessive Compulsive Disorder

ODD-Oppositional Defiance Disorder

OfSTED-Office for Standards in Education

OT-Occupational Therapist

PATOSS-Professional Association for Teachers of Students with Specific Learning Difficulties (Dyslexia)

PCT-Primary Care Trust

PD-Physical Difficulties/disabilities

PDA-Pathological Demand Avoidance Syndrome

PDD-Pervasive Developmental Disorder

PECS-Picture Exchange Communication System

PLASC-Pupil Level Annual School Census

PMD-Physical and Medical Difficulties

PMLD-Profound and Multiple Learning Difficulties

PNI-Physical and Neurological Impairment

PPS-Parent Partnership Service

PRU-Pupil Referral Unit

PSI-Physical and Sensory Impairment

PT-Physiotherapist

RAD-Reactive Attachment Disorder

RAISE-Reporting and Analysis for Improvement through School Self-Evaluation

RNIB-Royal National Institute of Blind People

SALT-Speech and Language Therapy

SEAL-Social and Emotional Aspects of Learning

SEBDA-Social, Emotional and Behavioural Difficulties Association

SENAG-Special Educational Needs Advisory Group

SEND Co-Special Educational Needs and Disabilities Coordinator

SENDA-Special Educational Needs and Disabilities Act

SENDIST-Special Educational Needs and Disabilities Tribunal

SENJIT-Special Educational Needs Joint Initiative for Training

SENSS-Special Educational Needs Support Service

SLCN-Speech, Language and Communication Needs

SLD-Severe Learning Difficulties

SLT-Senior Leadership team

SMA-Spinal Muscular Dystrophy

SPD-Semantic Pragmatic Disorder

SpLCN-Specific Language and Communication Needs

TA-Teaching Assistant

TAC-Team Around the Child

TS-Tourette Syndrome

VI-Visual Impairment

## **Useful Contacts**

Action for Sick Children (healthcare charity)

[www.actionforsickchildren.org](http://www.actionforsickchildren.org)

Action on Hearing Loss (works with hearing loss families)

[www.actiononhearingloss.org.uk](http://www.actiononhearingloss.org.uk)

Advisory Centre for Education (ACE-independent advice centre)

[www.ace-ed.org.uk](http://www.ace-ed.org.uk)

AFASIC (individuals with speech and language impairments)

[www.afasic.org.uk](http://www.afasic.org.uk)

Ambitious About Autism (raising awareness and offering services)

[www.ambitiousaboutautism.org.uk/page/index.cfm](http://www.ambitiousaboutautism.org.uk/page/index.cfm)

Attention Deficit Disorder Information and Support Service (ADDISS- ADHD support and advice)

[www.addiss.co.uk](http://www.addiss.co.uk)

Autism Education Trust (AET-coordinating support)

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

Barnardo's (charity to support life chances for young people)

[www.barnardos.org.uk](http://www.barnardos.org.uk)

British Association of Teachers of the Deaf (BATOD-teachers support and advice)

[www.batod.org.uk](http://www.batod.org.uk)

British Dyslexia Association (BDA-voice of dyslexia in the UK)

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

British Institute of Learning Difficulties (BILD-improving the quality of life)

[www.bild.org.uk](http://www.bild.org.uk)

The Communication Trust (50 voluntary speech and language organisations)

[www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

Contact a Family (supports families with disabled children)

[www.cafamily.org.uk](http://www.cafamily.org.uk)

Council for Disabled Children (CDC-umbrella body for disabled organisations in the UK)

[www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)

Down's Syndrome Association (support and advice for living with the condition)

[www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk)

Dyslexia Action (Services and support for dyslexia)

[www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

Dyslexia-SpLD Trust (voluntary and community organisations)

[www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

Dyspraxia Foundation (promotes awareness and understanding)

[www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

Equality and Human Rights Commission (champions equality and human rights)

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

Foundation for People with Learning Disabilities (promotes life opportunities)

[www.learningdisabilities.org.uk](http://www.learningdisabilities.org.uk)

Fragile X Society (provides friendship, advice and support)

[www.fragilex.org.uk](http://www.fragilex.org.uk)

I CAN (children's communication charity)

[www.ican.org.uk](http://www.ican.org.uk)

Independent Panel for Special Education Advice (IPSEA-independent legal advice)

[www.ipsea.org.uk](http://www.ipsea.org.uk)

KIDS (working with families and young people)

[www.kids.org.uk](http://www.kids.org.uk)

MENCAP (learning disabilities charity)

[www.mencap.org.uk](http://www.mencap.org.uk)

National Autistic Society (NAS-champions rights and supports)

[www.autism.org.uk](http://www.autism.org.uk)

National Blind Children's Society (NBCS-support, advice and promoting achievement)

[www.nbcs.org.uk](http://www.nbcs.org.uk)

National Deaf Children's Society (NDCS-support, advice and promoting achievement)

[www.ndcs.org.uk](http://www.ndcs.org.uk)

National Organisation for Foetal Alcohol Syndrome UK (NOFAS-UK-support and advice)

[www.nofas-uk.org.uk](http://www.nofas-uk.org.uk)

Professional Association for Teachers of Students with Specific Learning Difficulties (PATOSS-for all concerned with specific learning difficulties)

[www.patoss-dyslexia.org](http://www.patoss-dyslexia.org)

RNIB (support and advice for people and children with sight problems)

[www.mib.org.uk](http://www.mib.org.uk)

SCOPE (national disability organization)

[www.scope.org.uk](http://www.scope.org.uk)

Sense (provides expert advice and support for deaf/blind)

[www.sense.org.uk](http://www.sense.org.uk)

Shine (information and advice around spina bifida)

[www.shinecharity.org.uk](http://www.shinecharity.org.uk)

Tourettes Action (support and research charity for people with TS)

[www.tourettes-action.org.uk](http://www.tourettes-action.org.uk)

YoungMinds (promotes mental health and emotional well-being)

[www.youngminds.org.uk](http://www.youngminds.org.uk)