

Brompton Academy's Special Educational Needs and Disability Information

The Children and Families Act 2014

The Children and Families Act 2014 takes forward the Government's commitment to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background.

The Government transformed the system for children and young people with SEN, including those who are disabled, so that services consistently support the best outcomes for them. They did this by introducing the new SEND Code of Practice 2014 which enables support to be extended from birth to 25. Its aim is to give children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met by:

Converting statements and learning difficulty assessments into a new birth to 25 Education, Health and Care Plan (EHCP), extending the rights and protections to young people in further education and training, and offering families personal budgets so that they have more control over the support they need.

Improving cooperation between all the services that support children and families and particularly requiring local authorities and health authorities to work together. In this way a coordinated approach to support children and young people with SEND can be implemented to enable the best possible outcomes.

Requiring local authorities to involve young people and parents/carers in reviewing and developing provision for those with special educational needs and to publish a 'Local Offer' of support.

The Local Offer was first introduced in the Green paper (March 2011) which details of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with SEN as well as the options available to support families who need additional help to care for their child.

Medway Local Authority publish the Local Offer in order to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regards to education, it will inform parents/carers and young people of how school and colleges will support them, and what they can expect across the local settings.

Brompton Academy is a mainstream school in a selective system with approximately 24% and of the cohort identified as having a SEN, and 29% combined with the Eliot Centre our specialist provision. The Academy additionally has a specialist education centre (The Eliot Centre) for up to 20 students in each year group (100 students in total across the

Academy). The students in the Eliot Centre have a very specific learning need identified on their EHCP and need to meet the entrance criteria in order to gain a place within the centre.

Brompton Academy will apply the published admission arrangements and criteria to all students regardless of SEN/D. An applicant's disability will not prevent an offer of a place at the Academy being made where reasonable adjustments to the environment and curriculum can be made to accommodate the student's learning needs.

At Brompton Academy we strive to support all children to enable them to achieve. In order to do this many steps are taken to support them through their learning journey.

High quality teaching for all students is vital and all teachers are teachers of SEN. However, for some students there are occasions when further additional support may be needed to help them achieve their targets. This is where the SEN team can help.

The SEN team consists of:

Emma Perkin Vice Principal Inclusions

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Laura-Jayne Moll (Assistant SENDCO)

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Barbara Mc Bride (SENDCO)

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Melanie King (SENDCO)

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Leona Talsma (Speech and Language Therapist and dyslexia specialist)

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Eliot Centre Teachers

Catherine Nasillo

Lucy Roberts

John Obadan

Maxine Spindler

Gill Mace

Emma May

Adele Wilkinson

Curriculum Assistants

Elizabeth Martin

Sally-Ann Chamberlain

Jane Brameld

Suzanne Leslie

Amanda Neilson

Natasha Passfield

Christine Cordier

Michelle Sergeant

The Academy Trustees are kept up to date regarding SEN actions and policy with regular feedback from the Vice Principal at governor meetings. There is at least one full formal

report provided to the Trustees annually which updates and reviews the progress of SEN/D students.

The SEN Trustee is Rob Ryan - RobRyan@universityofkentacademiestrust.org.uk

SEN Coding

The following aims to explain how students are identified and 'coded' within the SEN register. This depends on their level of SEN need.

School Support (K) – the student is identified as SEN when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Normally higher quality teaching to the whole class is likely to mean that fewer students will require such support. Students will initially be identified as requiring this support by teachers and/ or parents/carers and a decision as to the best way forward will be made in consultation with parents/carers and the child. All staff receive regular training from the SEN team on a range of interventions and have easy access to the SEN team to discuss individual cases.

Education Health and Care Plan (EHCP) – A statutory document which is sought by a school **or** parent/carer when despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the student, the student has not made expected progress. In order to achieve an EHCP a specialist assessment is carried out by the Local Authority using a range of relevant specialists (e.g speech therapists, Educational Psychologists). Should this assessment prove the need/case an EHCP will be built in conjunction with the parent/carers, child and Local Authority to provide necessary special educational provision for the student. The decision to award an EHCP sits with the Local Authority and not with the Academy.

Broad Areas of SEN

The areas below are set out from the SEN Code of Practice 2014. The Academy caters for all students with the broad areas of need set out below. If these needs impact severely on the learning of the student or on the learning of others then the student and parent/carer are signposted towards further resources which they might access to support them in addition to that which we are able to provide within the school setting.

Communication and Interaction

This may include students with speech, language and communication needs or those children with ASD (Autism Spectrum Disorder) who may have particular difficulties with social interaction. The Academy has two Speech and Language therapists as part of the SEN team and specialist advice can be sought from them.

Cognition and Learning

This may include those students working at a slower pace than their peers, even with appropriate differentiation. This may include those students with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social/Emotional and Mental Health Difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This may include mental health difficulties, such as anxiety, depression, self harming, substance misuse, eating disorders or physical symptoms which are not medically explained. Other students might have disorders such as ADD (Attention Deficit Disorder), ADHD (Attention Deficit and Hyperactivity Disorder) or attachment disorder. The Academy works closely with range of mental health professionals to seek external support where needed given the complexities of mental health.

Sensory and/or Physical Needs

Some students have a disability which prevents or hinders them from making use of the educational facilities provided. Specialist advice is sought for these students, especially for those with hearing or physical impairments.

Below are Brompton Academy's responses to the questions set out by Medway Local Authority to contribute to their 'Local Offer'.

Academy Information

How does the Academy know if young people need extra help?

The Academy uses a variety of information on arrival at the academy and throughout the young person's time at the Academy to identify if they need extra help including:

- Close liaison with primary school or previous place of learning throughout the time of transition.
- Attendance at any multi agency/EHCP reviews or other meetings - prior to arrival and once on our roll
- Prior and ongoing learning results/achievements .e.g. SATs, Cognitive Abilities Tests (CATs), Reading and Spelling tests
- Specialist reports from specific assessments/screening assessments. e.g Dyslexia/Dyscalculia
- Significant disparity between subject tests and or progress
- Progress significantly below expected levels (using national expectations)
- Communication with/concerns raised by students
- Concerns raised by teachers
- Concerns raised by parents/carers
- Information received from external agencies. e.g. Paediatricians, Speech Therapists
- Attendance information

*These are of course not exhaustive, but are the main methods of assessment.

Following the concerns being raised the SENCo may consider and undertake or commission additional assessments/investigations (e.g. Educational Psychologist assessment, referral to CAST for ADHD/ADD/ASD assessments) in conjunction with consultation and communication with the student and parents/carers of the young person involved.

What should I do if I think my child may have special educational needs?

The route to raise concerns or to consult about your concerns are below in the most suitable order of contact:

- The student's Personal Tutor - this person is the first port of call for any concerns you may have
- The specific subject teacher
- Specific subject leader
- The relevant SENCo

You may contact all these staff through the main office email address in the first instance at officeBA@universityofkentacademiestrust.org.uk or ring the Academy to speak to arrange an appointment to speak or to request a meeting.

Additionally, we have an email address which directs all concerns to the centre of the Inclusions team hub. Any person - parent/carer/student/teacher or member of the support staff may use this to communicate a learning or wellbeing concern to the Academy. The email address is: refernow@universityofkentacademiestrust.org.uk

How will Academy staff support my child?

Academy staff will endeavour to deliver 'quality first' teaching. The students are placed in sets appropriate to ability and need. Teachers are trained to teach young people with a variety of additional learning needs and are responsible for ensuring that students are able to access the learning. This is monitored as part of the regular review and observation cycle.

These different aspects to quality class teaching include:

- Scaffolding - relevantly adapted resources for individuals or groups in the class
- Careful use of differentiation - task, groups, subject content, practical etc
- Clear explanations and structures to lessons
- Positive and constructive relationships with students
- Specialist/individualised apps/ICT
- Use of practical interaction
- Peer and self assessment
- Robust and regular reinforcement of literacy, language and specialist terms
- Specialist 'cues' - e.g. standard use of Signalong or Cued Articulation in the Eliot Centre core subjects
- Students in the Eliot Centre are taught in small groups with specialist trained staff - both support and teaching.

Outside the classroom students are supported with the following:

- Safe dining area - primarily for Eliot Centre students but used as needed for others.
- Access to 'cool down' spaces.
- Additional non-teaching staff to support and be 'eyes and ears' for young people (including the SEN department and pastoral support team).

- Staff trained specifically to respond and support e.g. in self harm, ADHD, self-esteem, eating difficulties etc.
- When students need additional support to make progress there are a range of additional possibilities - of course groups and individuals vary all the time.

In these cases, we also employ other support strategies including:

- Where appropriate additional support staff in classes (Curriculum Assistants)
- Significantly smaller classes
- Specific 'key worker' staff allocation
- Assessments to ensure fair access to examinations (access arrangements)
- Individual programmes of learning, e.g. specialist vocational courses or work placements
- Speech Therapy – 1-1 or small group
- Occupational Therapy – small group
- Individual plans for moving round the building e.g. exit passes or lift passes

Who will explain these to me?

These provisions/plans/interventions will be overseen by a relevant person e.g. SENCo or specialist programme provider and these people will explain what is planned. A meeting and/or telephone discussion will be held with the student and parent/carer to discuss the provisions on offer to support a child. The Academy uses the Assess, Plan, Do, Review (ADPR) cycle to track intervention and all stake holders are informed of the progress of an intervention.

There will be a variety of methods for this depending on what is most suitable for the parent/carer/student and the communication needed:

- Group meeting
- Email
- Letter
- Text message
- Where an individual plan is required this will be overseen by a relevant person

Progress and assessment of the success of the special programmes will be carried out using the ADPR cycle in conjunction with:

- Termly assessments of progress against targets in all subjects
- Termly assessments in literacy in all subjects
- Attendance rates
- Reading or Spelling tests
- Specialist assessment tools - e.g. speech acquisition
- Individual assessment of self-regulation/management of various behaviours
- Parent/carer and student feedback
- External provider feedback e.g. work experience reports
- The relevant SENCo and Head of Eliot Centre (the latter specifically regarding Eliot centre students only) are responsible for ensuring that interventions impact positively in terms of outcomes for the student and represent best possible practice and value for money. Interventions are recorded in a 'provision map' and are tracked by the SENCo or Head of Eliot Centre.

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

There are a range of aspects where the curriculum is/can be adapted to suit the needs of individual students these include:

- Students are banded and streamed according to ability in all core subject lessons - English, Maths, Science, Spanish, History and Geography
- Small group literacy intervention (for those with a reading age below their chronological age on arrival at the Academy)
- Occupational Health/Speech Therapy programmes (largely Eliot Centre courses)
- Social skills/anger management/self esteem and confidence building programmes
- Off site specialist, short term skills programme

Additionally, in Key Stage 4 and 5 the following is/can be provided:

- Suitable subject range and choice for external examinations is adapted for the various ability bands e.g. BTEC and vocational courses maybe more freely available to the lower band students
- Supported work experience placements
- Specialist Subject Learning Mentors - small groups and 1-1
- Specialist support from University of Kent Ambassadors
- University of Kent 1: 3 PhD student support for Phase Three students in specialist subjects
- The use of technology to enhance students learning and progress is built into the subject curriculum and has significantly aided students with additional needs. The Academy SEN and specialist staff are constantly engaging with new pieces of software and relevant apps which are developed to ensure that our Brompton Academy students have the best possible opportunity to access the curriculum.

We recognise that every student is an individual and we will always aim to be as flexible as possible in ensuring individual provision where needs are identified.

How will I know how my child is doing?

There are a range of methods for you to find out how your child is progressing, both formal and less formal:

- Three times a year full data tracking of the student's progress - these include, every subject, student targets, achievement in term assessments/exams, end of year predicted grade based on current progress, literacy skill level, home learning and attitude to learning. These data returns state in specific terms if there are concerns or skills are developing
- Regular attendance reports showing student's current attendance percentage will be sent out throughout the academic year
- Progress is mapped termly against the expected levels of progress towards targets using national data
- Where appropriate, formal invitation to review progress which will be sent out from the SENCo or Head of Eliot Centre, three times a year. These will, as far as possible, co-inside with existing parent consultation evenings

- Parent teacher consultation evening at least once per year for every year group
- EHCP or PEP's (Personal Education Plans) review meetings for students with and EHCP or who are in public care respectively
- Personal Tutor individual contact
- Subject teacher or leader individual contact
- Individual Behaviour Plans (IBP)/Personal Support Programmes (PSP) parent/carer, student and lead pastoral staff member
- Specific intervention individual or group feedback/information sessions.
- Subject teachers are encouraged to keep in contact with parents/carers and report both success and weaknesses in student achievements. The Personal Tutor is the first point of contact and the staff member with whom parents/carers communicate most closely. Depending on the individual, different methods of appropriate communication and contact will be developed to ensure support and clear feedback is achieved.

The SENCo team are available to meet or discuss students needs by telephone or email at any time throughout the school year. Please use the email addresses in this document to contact any members of the team.

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

The Academy is arranged into six Mini Schools. Two of these are designated as specifically Years 7, 9 and 9, three are for KS4 students and the last Mini School is the UKAT Sixth Form. These schools function as large family groups and have the following staff teams to support the students within the Mini School/houses.

- Personal Tutor - responsible for day to day contact
- Senior Leaders - responsible for the overall care and academic progress of year groups
- Learning Coach - the daily 'on the ground' contact. They monitor attitude to learning and manage mediation between students and staff in addition to following up attendance issues with the Personal Tutors
- The support available from the team for the student may include specific intervention groups. e.g. anger management, social skills, or 1-1 advice on specific difficulties e.g. self harming or bullying.
- House Lead – oversees the individual ethos and philosophy of each Mini School/House

There is a very clear behaviour system and policy which is applied consistently across the year groups. Student misdemeanours and behaviour infractions are recorded in the Management Information System (MIS) and monitored by the Pastoral Team. This information provides the basis for the teams to design relevant interventions for groups or individuals.

An In-School Review (ISR) is held once a term where Academy staff and where appropriate other professionals meet and plan further intervention for those students who have not responded well to the interventions previously put in place for them. The aim of the ISR is to gain an understanding of and try to resolve a student's area of difficulty.

There is a wide range of strategies in place to support young people at risk of exclusion and relevant programmes and strategies are deployed to avoid the use of these sanctions and consequences. Where fixed term exclusions are used we always endeavour to

implement alternative sanctions first e.g. time in the Pupil Respite Room, restorative justice, detentions etc. A risk assessment can be undertaken where appropriate in respect of a child's vulnerability/SEN prior to any exclusion.

What specialist services and expertise are available or accessed by the Academy?

Additional Support available for students through referral:

Counselling
Small group lunch/dining space
Careers - Information Advice and Guidance
Speech Therapy
Mindfulness

There is also excellent access to and relationships with the following external professionals and teams:

School Health
CAST (Child and Adolescent Support Team)
CYPMHs (Child and Young Person Mental Health Service)
Behaviour support specialists
Educational psychologist
SLCN (Speech, Language and Communication Needs Team)
Medway Action for Families
Kent Council for Addiction
Sensory Impaired team
Social Services

Where necessary or by request, support can be co-ordinated across a range of teams using the Common Assessment Framework (CAF), to support both students and their families.

The Academy's Refernow system is suitable for use to refer any social, emotional or behavioural difficulties. Referrals to Refernow can be made by phone, e-mail or letter (email: refernow@universityofkentacademiestrust.org.uk). This service consists of a team of staff who discuss and assess individual students and co-ordinate a central strategy for an individual's care. This may involve referral to outside agencies or a change in strategy within the Academy. The original referrer to Refernow will receive feedback appropriate to their original referral.

How does the Academy manage the administration of medicine?

Individual long or short term medication provision are treated as restricted and as such treated very formally:

- All medicines must be brought in to the Academy by the parent/carer in their original pharmacy dispensed packaging
- The administration of medicines form must be completed and signed by the parent/carer - this covers what the medication is, what the specific administration instructions are and times and quantities to be given etc.
- The medicines are stored in a secure and locked cupboard in a secure area
- Only the designated staff member may issue medicines

- The student signs to acknowledge receipt of the medicine
- Where individual personal care needs to be provided on a short or longer term basis the relevant assessments are made and provision for this to be provided by appropriately trained staff is managed.
- SENCos are highly experienced in variety of SEN and are working towards the National Award for SEN Coordination. All staff are trained regularly in all aspects of D/SEN/Inclusion and Safeguarding including an online D/SEN training and assessment package. Our Speech and Language Therapist is highly experienced and qualified.

The Pastoral Team are trained in various aspects of Child Protection and where appropriate have knowledge and experience of delivering specific support packages and programmes.

Planning for the progress and support of students with SEND is also a focus of all staff induction and our ITT, NQT and Teach First programmes. Safeguarding and SEND information is also available for any supply or short term staff who may be working with our students. Support, provision and outcomes for students with SEND is an explicit focus for all staff as part of the six weekly data assessment and lesson observations. This has proved to be an effective means of evaluating the impact of training.

The Eliot Centre staff, including the five Teaching Assistants are experienced in a range of specific aspects of language disorder, speech and language acquisition and Dyslexia. They also undertake regular, continuing professional development including courses in Cued Articulation and Signalong which they deploy in their teaching.

How will you help me to support my child's learning?

We welcome the support and involvement of parent/carers in their children's' learning. We provide a variety of methods and opportunities for parents/carers to assist them in supporting their children in learning. We provide:

- Transition evenings for all new Year 7 parents/carers and children.
- Parent specific workshops which run along side the Year 7 induction workshops for Year 6 transitions which take place at Easter over a week (Covid 19 permitting)
- Specific initiative 'strategy' sessions. e.g. for Year 11 parents/carers and students to raise understanding and confidence in the ability to support young people through revision, time planning and the stress of exams.
- Using the iPad as a learning tool - parent/carer courses to teach parents how to use the iPad themselves as well as how their children use them at the Academy for learning. Additionally, how to manage the iPad at home with a teenager.
- Parental meetings before, during and after various interventions with students. e.g. anger management programmes - to support the student and parents/carers through the process and effect long term change, ensuring a 'joined up' approach.
- Many opportunities are available for parents to meet and review the progress of their children and access support for themselves to aid in this process through Brompton Academy's comprehensive support system.

All staff are very happy to be flexible in their liaison with parents/carers to ensure that the appropriate support is in place for students both at home and in the Academy.

How will I be involved in discussions about and planning for my child's education?

We aim to develop close and mutually supportive relationships with parent/carers from the first point of transition. Where students have D/SEN transition is usually extended, enhanced and bespoke and we aim to involve parents/carers as a source of expertise around the needs of their child. Opportunities to engage in these discussions will be available at:

- Subject evenings - at which the relevant SENCo is always present
- Personal Tutor consultations evening with parents/carers
- SENCo initiated meetings/reviews
- EHCP reviews
- PEP meetings & Looked After reviews
- Early Help meetings and multi agency meetings
- Specific group meetings .e.g. Literacy/higher attainer parent/carer meetings
- Additional to this there will be ongoing opportunities through parental meetings with the Pastoral and SEN team at individual student planning meetings concerning particular assessments/interventions.

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

The Academy seeks to ensure that all students are included in all activities including trips and learning off site is actively encouraged and viewed as a valuable element of the curriculum. All activities outside the classroom are individually risk assessed and where necessary resourced and supported to maximise the impact of the activity on all the young people who are participating. Parents/carers are consulted at every stage to ensure that their personal 'know how' and knowledge of the young person is very carefully considered in the planning. The Academy has a robust and well developed support system of trips and social events for our specialist groups, particularly those of Young Carers.

How accessible is the Academy environment?

The Academy is fully accessible and has a range of facilities including:

- Disabled toilets in all key areas of the Academy
- Accessible changing facilities and showers within the PE department
- Ramps and lifts sited across the Academy internal and external spaces
- Wide corridors and accessible classrooms
- Good lighting and visibility into all learning spaces
- Very large projection areas in the vast majority of learning spaces (larger than conventional white boards)
- Modern technologies - both for the individual and within the infrastructure
- Sound reinforcement in every learning space
- Clear signage and visual 'clues' (colours in particular areas)
- We also maintain a register of staff with additional language skills or other communication skills e.g. signing.

Who can I contact for further information?

Emma Perkin – Vice Principal- Inclusions

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Melanie King (SENDSCO)

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Main office - OfficeBA@universityofkentacademiestrust.org.uk

How will the Academy prepare and support my child to join the school, transfer to a new school or to the next stage of education?

We aim to ensure that transitions are positive and will implement a personalised package where needs indicate that this is required. We involve all other appropriate agencies at other points of transition to ensure that the processes run smoothly and with good outcomes. Where appropriate annual reviews of EHCP's are prioritised at transition points and those children with SEN receive additional and early careers support, information and guidance in advance of transition points.

Joining our Academy is set up to be as easy as possible - we offer the following:

- Transition workshops which take place in the Easter holidays and gives students a very good opportunity to become acquainted with the physical environment, our structures, and our teaching and support staff (Covid permitting)
- Visits by staff from Brompton Academy to the student in their Primary school setting
- SENCo will, where needed attend PEP, LAC, CHIN, CP or CAF meetings at the Primary school from April onwards (Covid permitting)
- Individual visits of students to Brompton Academy will be arranged on a needs basis (Covid permitting)
- Risk assessments carried out.
- Pre-induction day visit exclusively for the Eliot Centre students (Covid permitting)
- Induction day and evening in July or an alternative online event.
- Parent/carers induction evening (Covid permitting)

Transition to another institution is supported in much the same way - the strategies will vary depending on the individual student, however they may include:

- Individual planning meetings with parents/carers and the new place of learning.
- A supported visit - either with the parent/carers or the student and a member of the Brompton Academy team - to the next place of learning.
- Further taster/induction activities or visits.
- Further planning or communication to ensure that the new institution is fully aware of the individual student's needs.
- We are always guided by the views of parents/carers and aim to ensure that the transition is a positive experience for them as well as the young person.

For transitions from Phase Three (UKAT Sixth Form) to Higher Education/Further Education there are additional aspects:

- Parent/Carer workshops from University of Kent staff regarding finances.
- Long term programmes on the step change to learning to live independently.
- University of Kent mentors working with Brompton Academy students to advise
- Trips and visits to the next place of learning.

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

We regularly review and update the Academy, groups and individual provision maps which are costed and evaluated for impact and to ensure value for money and the efficient deployment of resources. Some of the Academy structure is designed with the whole cohort in mind e.g. approximately 24% (29% combined with the Eliot Centre) of the Academy have a SEN and there is specific literacy intervention for small groups where appropriate. The class size structure is also designed to meet the needs of the annual cohort and is part of the strategy for supporting all students. The Academy adopts an approach of Assess (the students needs), Plan (what needs to be put in place, what provision is needed and what outcome should be achieved), Do (put the provision in place) and Review (measure what differences the provision has made towards the outcomes). Some of the assessment is carried out as whole or large cohorts and others on small group of individual basis.

We implement Medway's banding system for SEN/D which is scrutinised by the Local Authority and which can be subject to external and independent moderation. We are flexible in this process and never attempt to ensure that "one size fits all"; our focus is to maximise achievement and enjoyment in learning for ALL of our students. Individual Pupil Premium payments are used to support students' learning.

How is the decision made about how much support my child will receive?

A decision about how much support is allocated is dependent on the level of need and impact of interventions. If a young person is the subject of an EHCP, we always ensure that statutory requirements are met (as a minimum). We also seek and follow guidance from other professionals working with the child/family and take on board the wishes and feelings of the young person and parents/carers. Parents/carers are involved and informed when planning interventions are involved and informed about the impact and outcomes of support which may be available.

Decisions are made variously depending on the level of intervention or adaption which needs to be made and the allocation or adjustment of significant levels of human or financial resources:

- Class, group or strategy change would be made by the Subject Leader in conjunction with SENCo and the class teacher.
- Purchase of specialist equipment, learning or physical aids would be made within individual subjects and year teams with supporting advice from the SENCo.
- Significant adjustments or adaptations to the curriculum or environment would be made by the SENCo in consultation with the Principal.
- The methods of measuring of the impact of various interventions are different and various depending on what the intervention/support might be. Some of the social

intervention support does not always demonstrate impact immediately, however the overall progress of the student in academic terms is the overall measure of the success/or not of the range of interventions.

How do I complain about the SEN provision at the Academy?

The Academy welcomes constructive criticism and feedback about the services we provide. We endeavor to improve the service and outcomes for our students by actively engaging with this feedback.

In the first instance, parents/carers should approach the relevant SENCo to discuss their concerns. Should parents/carers or students continue to be dissatisfied they should discuss it further with the Vice Principal Inclusions. The Academy has a comprehensive complaints procedure which should be referred to in the unlikely event that these first strategies have failed to resolve the problem. Please find the Academy's Complaints procedure under the Policy section on the Academy website.

Reviewed and amended by Emma Perkin April 2021
Next review: September 2021

Medway Council Local Offer

Details of Medway Council's Local Offer which outlines the SEN provisions at all schools in Medway can be accessed by visiting www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer/specialeducationalneeds/furtherseinguidanceandinfo/sensupport.aspx

For further information regarding our school offer please refer to our SEN policy.

Organisation Description Contact details

ABC (Anorexia & Bulimia Care) Provides personal advice and support to anyone affected by anorexia, bulimia, binge eating and all kinds of eating distress. Helps to support sufferers and their family and friends towards full recovery. Has a Parent, Sufferer and Self-Harm helpline. Tel: 03000111213 Parent Helpline: Option 1, Sufferer Helpline: Option 2 and Self-Harm Helpline: Option 3 <http://www.anorexiabulimiare.org.uk>

ACE Centre (Aiding Communication in Education) A centre giving advice and supplying technology and software for young people with communication and physical difficulties. Also has a freephone advice line: 0800 0803115. Tel: 01865759800 <http://acecentre.org.uk>

ACT Together for Short Lives is the leading UK charity for all children with life-threatening and life-limiting conditions and all those who support, love and care for them. Together for Short Lives supports families, professionals and services, including children's hospices. Together for Short Lives work helps to ensure that children can get the best possible care, wherever and whenever they need it. Helpline: 08088088100 <http://www.togetherforshortlives.org.uk>

Action for ME (AfME) support group providing information, advice and support for ME sufferers and their families. Tel support: 0845 122 8648 <http://www.actionforme.org.uk>

Action for Sick Children helps to ensure that healthcare in the UK meets the unique needs of all children and young people and their families. Freephone Helpline: 0800074 4519 <http://actionforsickchildren.org.uk>

ADD/ADHD ADD Information Services (ADDISS) Information and support related to attention deficit disorder for parents, teachers and healthcare workers. Tel: 020 8952 2800

<http://www.addiss.co.uk>

AFASIC supports parents and represents children and young people with speech, language and communication needs (SLCN). Helpline: 0845 3 55 55 77

<http://www.afasic.org.uk>

Allergy UK is the leading national charity dedicated to supporting the estimated 21 million allergy sufferers in the UK. Allergy UK provide a dedicated helpline, support network and online forum for those with allergy and intolerance. Allergy UK also help to educate health care professionals who work with patients with allergic conditions. Helpline: 01322 619 898

<http://www.allergyuk.org>

Alliance for Inclusive Education (ALLFIE) are a national campaigning and information-sharing network led by disabled people. We campaign for all disabled learners to have the right to access and be supported in mainstream education. Tel: 0207 737 6030

<http://www.allfie.org.uk>

Anaphylaxis Campaign Gives information for those who have a severe allergy to nuts or other foods, insect stings, rubber or anything else. Helpline: 01252 542029

<http://www.anaphylaxis.org.uk>

Arthritis Care exists to support people with arthritis. We are the UK's largest charity working with and for all people who have arthritis.

Arthritis Care are a user led charity which means people with arthritis are at the heart of our work – they form our membership, are involved in all of our activities and direct what we do. Helpline: 0808 800 4050 Tel: 020 7380 6500 <http://www.arthritiscare.org.uk/Home>

Children's Heart Association is a support group run by families and friends of cardiac children for families with, or who have had, children with heart disorders. Tel:01706 221988

<http://heartchild.info/web/>

Association for Spina

Bifida and Hydrocephalus to help families and individuals affected by spina bifida and hydrocephalus. Tel: 01733 555988

<http://www.shinecharity.org.uk>

Association of Young People with ME (AYME) Help, support and contacts for children and young people with ME. Tel: 08451 232389 <http://www.ayme.org.uk>

Ataxia UK

(formerly the Friedrich's Ataxia Group) Information and support Helpline: 0845 644 0606

<http://www.ataxia.org.uk>

Autism Independent

UK Raising awareness of autism in the UK and improving assessment, diagnosis, education and treatment. Tel: 01536 523274

<http://www.autismuk.com>

Beat (Beat Eating Disorders) Help and support for people with eating disorders and their families. Regional 'helpfinder' and young peoples message board. Helpline: 0845 634 1414

Youth-line: 0845 634 7650

BFS (Bipolar

Fellowship Scotland) provide information, support and advice for people affected by bipolar disorder/manic depression and those who care for them. They also promote self-help throughout Scotland, and inform and educate about the condition. Tel: 0141 560 2050

<http://www.bipolarscotland.org.uk>

Brain and Spine Foundation is a

registered charity which is funded almost entirely by voluntary donations. They are committed to providing reliable information and support to people living with neurological conditions across the UK. Tel: 0808 808 1000

<http://www.brainandspine.org.uk>

British Association of Teachers of the Deaf (BATOD) Organises meetings and publishes a journal relating to the education of hearing impaired children. Tel: 0845 643 5181

<http://batod.org.uk>

British

Deaf Association Information, advice and publications related to hearing impairment. Tel 020 7697 4140 <http://bda.org.uk>

British Dyslexia Association (BDA) provides advice, support and information on dyslexia.
Helpline: 0845 251 9002 <http://www.bdadyslexia.org.uk>

British Epilepsy Association (also known as Epilepsy Action) Raises awareness of epilepsy and provides information, advice and support for sufferers and their families. Helpline: 0808 800 5050
<https://www.epilepsy.org.uk>

British Institute for Brain Injured Children (BIBIC) mission is to help children aged from six months to 18 years with conditions affecting their social, communication and learning abilities to achieve their potential for a happier and more fulfilled life. Tel: 01458 253344
<http://www.bibic.org.uk>

British Institute of Learning Disabilities (BILD) Provides services that promote good practise for people with learning disabilities. Tel: 0121 415 6960 <http://www.bild.org.uk>

British Heart Foundation Information and advice for sufferers, parents/carers and teachers plus news of events and research. Tel: 020 7554 0000
<http://www.bhf.org.uk/#&panell1-1>

British Stammering Association (BSA) Supports research into stammering, promotes effective therapies and offers support to those who are affected by stammering. Helpline: 0845 603 2001
<http://www.stammering.org>

Brittle Bone Society A national charity that provides a helpline and supports people who have brittle bone disease and their families. Tel: 01382 204 446 <http://brittlebone.org>

Capability Scotland - Campaigns with, and provides education, employment and care services for, disabled children and adults across Scotland. Tel: 0131 337 9876
<http://www.capability-scotland.org.uk>

Cerebra - Unique charity set up to help improve the lives of children with brain related conditions through research, education and directly supporting the children and their carers. General inquires: 01267 244 200 Help and Info: 0800 328 1159
<http://www.cerebra.org.uk/English/Pages/home.aspx>

Child growth foundation - Information, support and advice for the families of children with a variety of growth disorders. Tel: 020 8995 0257
<http://www.childgrowthfoundation.org>

Childline - Helpline for children with anxieties and fears regarding bullying, abuse, etc.
Children's helpline: 0800 1111 <http://www.childline.org.uk/Pages/Home.aspx>

Children's Chronic Arthritis Association (CCAA) - Information, support and practical help for children with arthritis and their families. Tel: 01905 745595 <http://www.ccaa.org.uk>

Children's Heart Federation - Provides information, support and contact to families of children with heart disorders. Info line: 0808 808 5000 <http://www.chfed.org.uk>

Children's Liver Disease Foundation - Practical and emotional support for children with liver disease and their families. Tel: 0121 212 3839 OR Text: 07860 021602
<http://www.childliverdisease.org>

Children's Society - Helps children who face problems and their families through residential projects, events, outings and kidzone. Tel: 020 7841 4400
<http://www.childrensociety.org.uk>

Children with Cancer - Help support families of children with cancer, raise money, fund research, campaign and help raise awareness. Tel: 020 7404 0808
<http://www.childrenwithcancer.org.uk>

Clear Vision Project - Postal lending library of children's picture books in print and Braille (for sighted and Braille readers together) and books with tactile features. Tel: 020 8789

9575 <http://www.clearvisionproject.org>

Cleft Lip and Palate Association - (CLAPA) Offers information and support to sufferers of cleft lip or palate and their families. Tel: 020 7833 4883 <http://www.clapa.com>

CLICSargent - (Cancer and Leukaemia in Childhood Trust) Provides care and support for children with cancer and leukaemia and help for their families. Tel: 0300 330 0803

<http://www.clicsargent.org.uk>

CLIMB (Metabolic Diseases in Children) Provides information, counselling and advice for families and children. Also has grants for equipment, etc. Helpline: 0800 652 3181

<http://www.climb.org.uk>

Contact-a-Family Information, advice and support for families of disabled children. Links and information about many conditions. Helpline: 0808 808 3555

<http://www.cafamily.org.uk>

Council for Disabled Children Information about services and facilities for children with disabilities. Tel: 020 7843 6000

<http://www.ncb.org.uk>

Cued Speech Association UK Provides information and training in cued speech, mainly to help deaf children access spoken language. Tel: 01803 832 784

<http://www.cuedspeech.co.uk>

Cystic Fibrosis Trust Offers support and advice to families and people with cystic fibrosis. Cystic Fibrosis Trust Helpline: 0300 373 1000

<http://www.cysticfibrosis.org.uk>

Deafness Research UK (now merged with Action on Hearing Loss) Provides day-to-day care for people who are deaf and have additional needs. Also offers training and practical advice to help people to protect their hearing. Telephone 0808 808 0123 or Textphone 0808 808 9000

<http://www.actiononhearingloss.org.uk>

DELTA (Deaf Education Through Listening and Talking) Information and support on hearing impairment in education. Tel: 0845 108 1437

DIAL (UK) Disability Network of disability information and support services run by and for disabled children. Helpline: 0808 800 3333

<http://www.scope.org.uk/support/disabled-people/local-advice/>

Diabetes UK Direct support, information, research, campaigning, helping people live with the condition (recipes, etc). Tel: 0345 123 2399 <http://www.diabetes.org.uk>

Down Syndrome Educational Trust offers a variety of specialist training and consulting services to schools, school districts and education authorities, support groups and charities, and local and national governmental organisations. +44 (0)300 330 0750

<http://www.dseinternational.org/en-gb/>

Down's Syndrome Association Information, advice, publications, counselling and support. Tel: 0333 1212 300 <http://www.downs-syndrome.org.uk>

Down's Syndrome Scotland Information, support, publications and education advice. Tel: 0131 313 4225 <http://www.dsscotland.org.uk>

Duchenne Family Support Group (DFSG) exists to provide support for families with children diagnosed as having Duchenne Muscular Dystrophy (DMD).

The DFSG is a national charity run by families for families affected by DMD. It provides a positive national support network of parents, their families and professionals. Tel: 0800 121 4518

<http://dfsg.org.uk>

Dyslexia Action (formerly Dyslexia Institute) A national dyslexia teaching organisation. It trains specialist teachers to assess and teach people with dyslexia. Tel: 0300 303 8357

<http://www.dyslexiaaction.org.uk>

Dyslexia Scotland Encourage and enable people with dyslexia, regardless of their age and abilities, to reach their potential. Helpline: 0844 800 84 84

<http://www.dyslexiascotland.org.uk>

Dyspraxia Foundation Gives advice, support and information on dyspraxia. Helpline: 01462 454986 <http://www.dyspraxiafoundation.org.uk>

Epilepsy Action is the UK's leading epilepsy organisation and exists to improve the lives of everyone affected by the condition. Tel: 0808 800 5050 <https://www.epilepsy.org.uk>

EQUALS is committed to improving the lives of children and young people with learning difficulties and disabilities through supporting high quality education. Tel: 0191 272 8600 <http://equals.co.uk>

Family Fund Finance for holidays, equipment, etc. for families of disabled children. Tel 01904 621115 or Textphone 01904 658085 <http://www.familyfund.org.uk> **Foundation for People with Learning Disabilities** Works to improve lives of people with learning disabilities, listening to and involving them in various ways. Has online forums. Tel: 0808 808 1111 <http://www.learningdisabilities.org.uk>

Fragile X Society (UK) Information and support for families of children with Fragile X, and those working with them. Tel: 01371 875100 <http://www.fragilex.org.uk>

Guillain Barre Syndrome Support Group (GBS) information and support for families of children with GBS and related conditions. Helpline: 0800 374803 <http://www.gaincharity.org.uk>

Haemophilia Society Advice and information for those with haemophilia and related disorders. (New website coming soon)

Helen Arkell Dyslexia Centre Support, information, publications, assessments and training. Tel: 01252 792400 <http://arkellcentre.org.uk>

HemiHelp is a charity providing support and information to people with hemiplegia and their families in England, Scotland, Wales and Northern Ireland. Helpline: 0845 123 2372 <http://hemihelp.org.uk>

Huntingdon's Disease Association Information and support for families and those who work with them. Phone: 0151 331 5444 <http://hda.org.uk> **Hyperactive Children's Support Group** Support for hyperactive children and their parents/carers. They run clinics and workshops and provide information and advice. Tel: 01243 539966 <http://www.hacsg.org.uk>

I CAN are experts in helping children develop their speech, language and communication skills they need to thrive in a 21st century world. Tel: 020 7843 2544 <http://www.ican.org.uk>

IPSEA (Independent Panel for Special Education Advice) Advice to parents/carers from independent experts on all aspects of SEN provision Advice: 0800 018 4016 <http://www.ipsea.org.uk>

Irlen ABC (Accuracy By Colour) Support for those with Irlen syndrome, giving practical advice and information. Includes ABC approach to reading. Tel: 01284 724301 <http://www.irlenabc.f9.co.uk>

Irlen Institute Based in USA, this is the world authority on the Irlen method for children and adults. (from UK - eight hours behind) 001 800 554 7536 <http://irlen.com> **Irlen UK** Diagnosis and treatment for Irlen syndrome. Has Irlen Centres throughout the UK. See website for each centre's contact details. <http://www.irlenuk.com>

KIDS Helping children with disabilities and other special needs, their families and those who work with them. Includes partnership with parents. To contact, go to the website and fill in the contact form. <http://www.kids.org.uk>

Kidscape Information and advice for children and their families to prevent bullying and child abuse. Tel: 020 7730 3300 <http://www.kidscape.org.uk>

Leukaemia Care is a national blood cancer support charity. We are dedicated to ensuring that anyone affected by blood cancer receives the right information, advice and support.

LOOK support and information for parents and carers of children with a visual impairment. Telephone: 0121 428 5038 <http://www.look-uk.org>

MDF (The Bipolar Organisation) Information and support for bipolar sufferers and their families. (MD = manic depression). Tel: 020 7931 6480 <http://www.bipolaruk.org.uk>

ME Association Support, information and advice for ME sufferers and families. Helpline: 0844 576 5326 <http://www.meassociation.org.uk>

Mencap work in partnership with people with a learning disability, and all their services support people to live life as they choose. They offer family support, information and educational advice about learning disabilities and mental health. Tel: 0808 808 1111 See website for Wales and Northern Ireland. <http://www.mencap.org.uk>

Mind provide advice and support to empower anyone experiencing a mental health problem. We campaign to improve services, raise awareness and promote understanding. Tel: 020 8519 2122 <http://www.mind.org.uk>

Muscular Dystrophy Campaign Provides information, counselling, advice and care for those with muscular disease and their families. Tel: 020 7803 4800 <http://www.muscular-dystrophy.org>

National AIDS Trust (NAT) Provides information and support services for families and carers. Tel: 020 7814 6767 <http://www.nat.org.uk>

NACC (National Association for Colitis and Crohn's Disease) Advice, information and support for sufferers and their families. Tel: 01727 830 038 <http://www.crohnsandcolitis.org.uk>

NASEN (National Association for Special Educational Needs) is the leading organisation in the UK which aims to promote the education, training, advancement and development of all those with special and additional support needs. Tel: 01827 311500

National Asthma Campaign Funds research, education and support. Works in partnership with people with asthma and their families. Tel: 020 7786 4900 <http://www.asthma.org.uk>

National Autistic Society Information, advice, advocacy, training and support for individuals and families. Tel: 020 7833 2299 <http://www.autism.org.uk>

National Blind Children's Society Supporting blind children and their families. Includes advisory service, large print children's books and advice on equipment, grants, etc. Tel: 0800 781 1444. <http://www.blindchildrenuk.org>

National Children's Bureau Promotes the interests and wellbeing of all children and young people. Tel: 020 7843 6000 <http://www.ncb.org.uk>

National Deaf Children's Society (NDCS) Supports and advises hearing impaired children and their families. Helpline: 0808 800 8880 <http://www.ndcs.org.uk>

National Federation of the Blind (UK) "The voice of blind people". Campaigning for the visually impaired. Tel: 01924 291313 www.nfbuk.org

National Fragile X Foundation (USA) Extensive information and research on fragile X syndrome and related disorders. Tel: (800) 688 8765 <http://www.fragilex.org> **Meningitis Research Foundation** Helps fundraise to support research into the prevention, detection and treatment of the diseases and to share knowledge gained by research so everyone can benefit. Tel UK: 080 8800 3344 ROI: 1800 41 33 44 <http://www.meningitis.org>

National Portage Association Works with the parents of young children with special educational needs. Tel: 0121 244 1807 <http://www.portage.org.uk> **Pyramid** Advocates and supports positive intervention for moderate learning difficulties. Helps schools. Tel 01632 960226 <http://www.nptrust.org.uk>

NSPCC Therapy and counselling for children and their families. ChildLine: 0800 1111 or Help and advice: 0808 800 5000 <http://www.nspcc.org.uk>

No Panic is a totally voluntary charity, whose aims are to aid the relief and rehabilitation of those people suffering from Panic Attacks, Phobias, Obsessive Compulsive Disorders, related Anxiety Disorders, including Tranquilliser Withdrawal, and to provide support to sufferers and their families. Helpline: 0800 138 8889 Crisis Number: 01952 680835 <http://www.nopanic.org.uk> **OAASIS** A resource, information and advice service for parents and professionals about asperger syndrome, autism, etc. Tel: 0800 138 1418 <http://www.oaasis.co.uk>

OCD UK (Obsessive Compulsive Disorder) Support and information for children, young people and adults with OCD and their families. Tel: 0845 120 3778 <http://www.ocduk.org>

OCD Youth Support specifically for young people themselves. also suggests how teachers and families can help. <http://www.ocdyouth.info>

Open School Trust Tackling access and underachievement, improving learning through technology. Includes tele-tutoring for supporting SEN students. Tel: 01803 866 542

OSCAR Trust (Organisation for Sickle Cell Anaemia Research) is still a small voluntary organisation Registered as a Charitable Trust whose Aims and Objectives are: To improve public and professional awareness of Sickle Cell Disorder. It also helps to advise and support people and their families. Tel: 020 7735 4166 <http://oscartrust.org>

PEACH is an autism charity based in Ascot, Berkshire which provides information and support for parents of children with autism. Tel: 01344 882248 <http://www.peach.org.uk>

PDA Society Formerly known as the PDA Contact Group, the PDA Society aims to offer support, advice and information to anyone involved with an individual with PDA, whether suspected or diagnosed, child or adult. <http://www.pdasociety.org.uk>

PHAB (Physically Handicapped and Able Bodied) Clubs, activities, outings and holidays. Tel: 020 8681 9443 <http://phab.org.uk>

Princess Royal Trust for Carers Information, advice and support for carers, including many young carers. Tel: 0844 800 4361 <http://www.carers.org>

Rathbone (formerly known as the National Rathbone Society) Belives that progress is possible for all people. Advice, support and training for families and professionals in all aspects of SEN. Free Phone - 0800 731 5321 or Tel: 0161 233 8300
<http://www.rathboneuk.org/Pages/home.aspx>

PWS (Prader - Willi Syndrome Association) Information and support for people and families affected by the syndrome, and those who work with them. Helpline: 01332 365676
<http://www.pwsa.co.uk>

RADAR (The Disability Network) Information and publications on disability. Tel: 020 7250 8181
<http://disabilityrightsuk.org>

Restricted Growth Association (RGA) Information and support for children or young people and their families. Helpline: 0300 111 1970 <http://www.restrictedgrowth.co.uk>

RNIB (Royal National Institute of Blind People) Information, publications and educational advice regarding visual impairment. Tel: 0303 123 9999 <http://www.rnib.org.uk>

RNID Publications and educational advice for families of the deaf or hearing impaired. Helpline: 0808 808 0123 <http://www.actiononhearingloss.org.uk>

Scope is a charity that exists to make this country a place where disabled people have the same opportunities as everyone else. Until then, we'll be here. Tel: 0808 800 3333
<http://www.scope.org.uk>

Scottish Society for Autism Support and information about autism and Asperger syndrome. Various regional numbers. Tel: 01259 720 044 <http://www.scottishautism.org>

SEBDA (Social Emotional and Behavioural Difficulties Association) Supports those who work with children and young people who have social, emotional and/or behavioural difficulties. Tel: 01233 622958 <http://www.sebda.org>

Selective Mutism Foundation A USA organisation that provides a range of support and information for families and teachers of children with selective mutism. Addresses available on the website. <http://www.selectivemutismfoundation.org>

Sense (for deaf / blind people) Educational advice for parents of children with visual and hearing impairment. Tel: 0300 330 9250 or Textphone: 0300 330 9252
<http://www.sense.org.uk>

Sensory Integration Network Information and courses about sensory integration and how to help. Voicemail: 0118 324 1588 or Text: 0118 324 0003
<http://sinetwork.publishpath.com>

Sickle Cell Society Information and support for families of those with sickle cell disorders. Tel: 020 8961 7795 <http://sicklecellsociety.org>

SMIRA (Selective Mutism Information & Research Association) Information about selective mutism, publications and forums for families to share experiences. <http://www.smira.org.uk>

SNAP (**Special Needs Active Parents**) Families providing support and information to families. Branches in England, Scotland, Wales and Ireland. Tel: 01277 245345
<http://www.snapcharity.org>

SPD Support (Semantic Pragmatic Disorder Group) Parents and professionals providing information, advice and support to parents/carers and professionals supporting children with SPD.
<http://www.spdsupport.org.uk>

Special Educational Needs Joint Initiative for Training (SENJIT) Offers training, support and advice for staff involved in special needs. UK Calls: 020 7612 6000 or International Calls: 020 7612 6000 <http://www.ioe.ac.uk>

Special Kids in the UK A charity for families of children and young people with special needs.

offers information, support, contact, respite and lending service.

<http://www.specialkidsintheuk.org>

Speech Teach For parents and professionals supporting children with speech difficulties.

<http://www.speechteach.co.uk>

Starlight Children's Foundation (UK) A charity which aims to brighten the lives of seriously ill children. Tel: 020 7262 2881 <http://www.starlight.org.uk>

STEPS offers confidential advice and support to people affected by hip dysplasia, clubfoot and other lower limb conditions. Helpline: 01925 750271 <http://www.steps-charity.org.uk>

Syndromes Without A Name (SWAN) is a project run by Genetic Alliance UK offering support and information to families of children with undiagnosed conditions.

<http://undiagnosed.org.uk>

Tourettes Action Information and support groups for families of children with the syndrome.

Helpdesk: 0300 777 8427 <http://www.tourettes-action.org.uk>

Turner Syndrome Support Society offers support, advice and information to women and girls with Turner Syndrome and their families. Tel: 0141 952 8006 Helpline: 0300 111 7520

<http://tss.org.uk>

Visual Impairment Centre for Teaching and Research (VICTAR) offer training in the area of visual impairment and education through high quality and relevant professional development programmes. Tel: +44 (0)121 414 3344

<http://www.birmingham.ac.uk/research/activity/education/victar/index.aspx>

WATCH (What About The Children?) publishes today helpful advice for parents who need to leave their children in day care with guidance on what they can do to alleviate the misery this separation can cause. Tel: +44 (0) 845 602 7145 Mobile: +44 (0) 7710 230 362

<http://www.whataboutthechildren.org.uk>

Williams Syndrome Foundation Information and support for parents/carers. Tel: 01732 365152

<http://www.williams-syndrome.org.uk>

Young Carers The Children's Society works directly with these children, many of whom have nowhere else to turn. We are committed to fighting childhood poverty, harm and neglect. Tel: 01962 711511 <http://www.youngcarer.com>

Young Minds Providing information and support to improve mental health of children and young people. Tel: 020 7089 5050 <http://www.youngminds.org.uk>

Below is a glossary of some of the most commonly used SEN terms:

- AAP
Attendance Advisory Practitioner
- ADD
Attention Deficit Disorder
- ADHD
Attention Deficit & Hyperactivity Disorder
- ASD
Autistic Spectrum Disorder
- BESD
Behavioural, Emotional & Social Difficulties
- CAF
Common Assessment Framework

- CAMHS
Child & Adolescent Mental Health Service
- COP
Code of Practice
- CP
Child Protection
- DCD
Developmental Co-ordination Disorder
- DLACT
Designated Looked After Children Teacher
- EAL
English as an Additional Language
- EHCP
Education, Health and Care Plan
- EP
Educational Psychologist
- FSM
Free School Meals
- HI
Hearing Impairment
- IEP
Individual Education Plan
- ISR
In School Review
- KS
Key Stage
- LAC
Looked After Child
- LEA
Local Education Authority
- MLD
Moderate Learning Difficulty
- MSI
Multi Sensory Impairment
- NC
National Curriculum
- OT
Occupational Therapist
- PEP
Personal Education Plan
- PSP
Pastoral Support Programme
- SaLT
Speech & Language Therapy
- SEN
Special Educational Needs
- D/SEN
Students with Disabilities and Special Educational Needs
- SENCO
Special Educational Needs Co-ordinator
- SpLD

Specific Learning Difficulty

- VI

Visual Impairment

- SLCN

Speech, Language & Communication Needs