



## **Academy's SEN Overview for Parents and the Local Offer**

At Ormiston Horizon Academy we strive to support all children to enable them to achieve their full potential as we guide them through their learning journey. Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their learning goals.

The academy accommodates all SEND in line with Equality Act 2010 and provision is available for all 4 areas of need outlined in the 2014 SEND code of practice.'

### **Below is a glossary of the most common SEN terms you might find useful:**

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

EAL English as an Additional Language

EH Early Help

EP Educational Psychologist

FSM Free School Meals

HI Hearing Impairment

LAC Looked After Child

OT Occupational Therapist

SEN Special Educational Needs

SEND Special Educational Needs & Disability

SENCo Special Educational Needs Co-ordinator

SLCN Speech, Language, Communication Needs

SpLD Specific Learning Difficulty

VI Visual Impairment

### **What is Pupil Premium?**

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

### **Who decides on how the money is spent?**

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

The performance tables which show the performance of disadvantaged pupils compared with their peers.

The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

## **Children and Families Bill 2013**

The Children and Families Bill takes forward the Coalition Government's commitments 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 Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

Replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan, extending 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 their families and particularly requiring local authorities and health authorities to work together;

Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

### **What is the Local Offer?**

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer 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 lower-level SEN as well as the options available to support families who need additional help to care for their child.

### **What will it do?**

The Local Offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

There are 17 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

The responses from Ormiston Horizon

### **1. How does Ormiston Horizon Academy know if children need extra help and what should I do if I think my child may have special educational needs?**

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age. (SEND Regulations 2014).

- Students at Ormiston Horizon Academy have a range of difficulties including:
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and mental health difficulties
- Sensory and/or physical needs

When your child first joins Ormiston Horizon Academy, we use information from a range of sources to help identify SEND and other needs. These include information from parent/carers, primary school teachers, end of Key Stage 2 results, base line testing, specialist colleagues and external agencies.

We offer a range of support during transition to help students become familiar with the school and staff before starting with us in September. An electronic transfer of student data occurs on the 1st September. This includes a student's SEND status. Soon after the students start Ormiston Horizon, we complete a range of diagnostic and baseline testing (literacy and numeracy tests and some medical screening i.e. hearing screening), which allows us to identify students who require further interventions for literacy and numeracy or may have some learning needs in other areas. We also identify students within the school who have special educational needs through close liaison with subject departments and a process of screening and assessments. Staff are encouraged to liaise with their Heads of Department to discuss ways of supporting your child. If these

strategies are not successful, then the SENCO may be involved, looking at barriers to learning and putting effective support in place which will be constantly reviewed.

If your child needs to be assessed we would use a range of assessments depending on the area of need. If it thought a family needs support, we have a good working relationship with outside agencies and a referral can be made to them. We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support staff or other concerns, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities, does not make expected progress.

## **2. How does the Academy evaluate the effectiveness of its provision for such students?**

All students including those with SEND, are assessed on a regular basis, in accordance with the Academy's assessment policy. Teacher's monitor progress half termly and this is communicated to parents termly for years 7-10 and monthly for year 11. A formal report is issued to parents annually.

Additionally parents' evenings are held once a year when there is an opportunity to discuss progress.

Progress and attainment data for students is analysed for effectiveness and informs necessary interventions.

## **3. How will Ormiston Horizon Academy support my child?**

For the majority of students, Quality First Teaching will fulfil their learning needs. Quality First Teaching is excellent classroom practice where the teacher has the highest possible expectations for your child and all pupils in their class. The teacher may put in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child's learning.

Some students may require the curriculum to be slightly adapted or differentiated for the individual student to access the curriculum in order to make progress. These students will not be on the SEND register.

Other students may require small group interventions from specific members of staff eg Specialist teachers, a member of the Success Centre Team - or may be run by or in partnership with outside agencies e.g. ASD Outreach Team, Speech and Language therapy, EP in order to address gaps in learning or to develop strategies to overcome a particular need. They may also access some support from an Inclusion Support Assistant (ISA) in lessons. Teachers will differentiate the curriculum as a usual way of working. These students will be identified on the register as SEN School Support.

If your child is identified as SEN School Support, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. Your child will have a Student Passport; which replaces the old IEPs. This passport will identify the range of support in place to meet your child's needs.

For a few students with more complex needs they may require more intensive and long-term support in order to make progress at school. These students will

have an Educational, Health and Care Plan (EHCP) - previously called a Statement, which will set out clearly what the student needs to achieve at school. We will discuss and plan this in partnership with student and parents. This specified Individual support for your child of more than 15 hours in school is usually provided via the old Statement of Special Educational Needs or the new Education, Health and Care Plan (EHCP). This means your child will have been identified by the SENCO as needing a particularly high level of individual or small group teaching (more than 15 hours a week), which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school. The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Stoke-on-Trent Local Offer.

The SENCO and the Success Centre Manager will oversee all suggested interventions and strategies put in place. All interventions are carefully monitored and evaluated to ensure that your child is making progress. The school has a team of specialist support staff who have been trained to deliver recognised interventions which impact on learning, these interventions may be delivered daily or for a set number of lessons each week. Some of these interventions are run between 8.30 a.m. and 9.00 a.m. while others may be run during lesson times. As a rule we avoid taking students out of the core lessons English, Maths and Science.

### **Interventions**

- Handwriting groups
- Spelling Interventions
- Reading Programmes
- English interventions which support the English Programme of study
- Sulp (Social Understanding Learning Programme)
- Social Skills groups
- Numeracy Interventions
- Homework Club after school
- Lunchtime club for vulnerable students

- English as an Additional Language (EAL) support Mentoring
- Dyslexia Interventions (Lexia, Nessy, Toe by Toe, Alpha to Omega,)

#### **4. How does Ormiston Horizon Academy adapt the curriculum and learning environment for pupils with special educational needs?**

Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs and increase your child's access to what is on offer. Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.

Specially trained support staff can implement the teachers' modified/adapted planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. The school will make reasonable adjustments to support your child.

We will endeavour to provide identified students with assessment/examination support at KS3. This might be someone to help with writing or reading or we may allow some students extra time to complete assessments. At the end of Year 9 identified students will be assessed by the SEND Service using a range of tests stipulated by the examinations boards. The results of these tests will determine the exam support the student requires. Miss Adams, Success Centre Manager oversees this area of practice, working closely with the School's Examination Officer

#### **5. How is the decision made about what type and how much support my child/young person will receive?**

If your child has a Statement or EHCP the document will stipulate the hours of support and how it should be allocated. Discussions will take place termly with the SENCO/Success Centre Manager, parents and student who will continually review the effectiveness of the support outlined on the Student Passport and the impact it is making on progress. Students who are at School Support will receive support, if appropriate, following discussions with staff, parents and the student. All support will be monitored and evaluated by the SENCO.

A wide range of group work is on offer via the support centres. This includes workshops on literacy and numeracy for low ability students (level 3/4 and below), Social Skills and Language development groups for students with speech, language and communication difficulties, bereavement support group and personal development workshops focused on restorative approaches and behaviour management.

#### **6. How will both you and I know how my child is doing and how will you help me to support their learning?**

At Ormiston Horizon, we aim to work in cooperation with parents and students to create the best outcomes for individual students. We will invite you into school regularly throughout the academic year to discuss your child's progress. We

encourage all parents to contact your child's form tutor if you have any concerns in the first instance.

The Academy's website provides contact emails for all staff and general school numbers for enquiries. The website is regularly updated and provides general information on events, access to policies and procedures and help and advice for parents. Parents can contact the school via the website, or directly via staff emails or school email/telephone calls.

Many Heads of Departments and Heads of Year/Pastoral/SENCO and the Success Centre Manager have direct lines so can be contacted directly from parents/outside agencies. The SENCO/Success Manager is available at parents' evening to discuss any concerns or worries that may arise at that time.

If your child is placed on the SEND register at School Support level we will invite you into school to meet with the SENCO who will explore with you the strengths and difficulties of your child and together help to identify and develop strategies to achieve the best possible outcomes for your child at school. These strategies will be discussed with your child and a Learning Profile will be completed together. Once implemented, this Student Passport will be reviewed twice yearly with students and parents. For a few students that have an EHCP we also hold an Annual Review of the EHCP which is monitored by the Local Authority.

We endeavour to keep parents informed of any changes and adjustments to support arrangements when necessary. We would like you to talk to your child's teachers, Form tutor and Head of Year regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.

The SENCO/Success Centre Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to discuss with you any new assessments and ideas suggested by outside agencies for your child.

**7. The Governing Body, in partnership with the SENCO and staff, will monitor the success of the education provided for students with SEN in a variety of ways, including:**

Monitor and evaluate the success of short/medium term targets set for students

Monitor and evaluate the progress made by students with statements of SEN/EHC Plans in relation to objectives set within their statements/plans.

Monitor progress made of all students including students with SEN.

Analyse attendance and progress data for targeted groups of students, including students with SEN



Evaluate evidence from monitoring of the quality of teaching and learning for students with SEN, through the regular cycle of monitoring as part of the performance management structure.

Evaluate the impact of tailored provision and programmes of study for students with SEN

Analyse attendance and exclusion data for students with SEN.

### **8. How accessible is the setting/school/college environment?**

Each child's access can be discussed with the Parents/SENCO/Success Centre Manager/SEND/Occupational Health etc and adaptations made as necessary. We have facilities to accommodate a young person needing wheelchair access and support.

The new building ensures that there is full wheelchair access including disabled parking bays, ramps at the front and rear of the academy, handrails, double doors and a lift. The classrooms are spacious and have good acoustics for those students with hearing impairment. Art and Food Technology have specially adapted furniture to enable full access. There are disabled toilet facilities throughout the academy and showering and changing facilities. The Academy works hard to ensure that parents have good communication with the Academy. We send out information by email and text; which enables parents to use text to speech facilities.

The Academy runs a programme of after school activities, we encourage all students to participate and will make reasonable adjustments for students with additional needs.

### **9. How will my child/young person be included in activities outside this classroom including academy trips?**

All students have access to enrichment trips and activities throughout the year. Reasonable adjustments will be made to accommodate students with Special Educational Needs, where appropriate, additional risk assessments will be carried out. These adjustments will be discussed and agreed with parents. Inclusion Support Assistants accompany identified students on trips to ensure they have full access to the activities.

Vulnerable students have access to the Learning Centre at breaks and lunchtimes.

The Success Centre team Centre offers a homework club Mondays to Thursdays from 3.00 p.m. to 4.00 p.m.

### **10. What support will there be for my child's/young person's overall wellbeing?**

All staff take responsibility for the wellbeing of our students. Initially the Form Tutor develops a positive relationship with the student supported by a Head of Year and 7

Assistant Head of Year who oversees the wellbeing of a particular Year. Head of Years are alerted if students voice a concern, need support or are not making expected progress. Every student is very much an individual and their needs are assessed as such. The Inclusion Team offers a comprehensive package of social, pastoral and medical support from specially trained members of staff. Inclusion staff will refer students to a number of supportive outside agencies. The Education Welfare Officer works closely with the Inclusion Office and Assistant Head of Year, identifying attendance issues and working closely with parents and students. All safeguarding issues are referred to the Deputy Headteacher for Inclusion.

Families need to inform us if their child has any health/medical condition. We work very closely with our School Nurse: Lynda Bryson; other Specialist Nurses such as the Diabetic Team; CAMHS; Hearing and Visually Impaired Services and Service for Students with Physical Disabilities. All students with medical needs will have an agreed Care Plan. Copies are kept in the Success Centre and are uploaded on to the system.

The school recognises that students academy who have a medical condition should be properly supported whilst at the academy so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

The academy has a number of staff who are trained in First Aid. All of the staff have had Epilepsy, Epi Pen, asthma training. Some specialist staff have also had training with regards to diabetes. A medical Register is kept up to date and is regularly sent out to staff. Prescribed medication and asthma inhalers are stored appropriately. Students should ensure that asthma inhalers are available at all times, this includes during P.E lessons.

If there is a need to deal with a medical emergency, the first aiders would respond to any situation in the first instance, but we would always contact parents/carers and special medical support where necessary.

The Success Centre team offer nurture clubs and homework clubs after school. The team works very closely with the Careers Service to ensure a smooth transition post 16 arranging additional visits and days in college to familiarise those students with the post 16 establishments. Heads of Year can refer students to the Success Centre for social, emotional and behavioural support. The School believes in rewarding success and has a clear credit and merit system, celebrating achievement at all levels.

## **11. How are parents involved in the school? How can I be involved?**

At Ormiston Horizon we aim to work in cooperation with parents and students to create the best outcomes for individual students. We will invite you into academy regularly throughout the academic year to discuss your child's progress. We encourage all parents to contact your child's form tutor if you have any concerns in the first instance.

The academy's website provides contact emails for all staff and general school numbers of enquiries. The website is regularly updated and provides general information on events, access to policies and procedures and help and advice

for parents. Parents can contact the academy via the website, or directly via staff emails or school email/telephone calls.

Many Heads of Departments and Heads of Year/Pastoral/SENCO have direct lines so can be contacted directly from parents/outside agencies. Parents are invited to give feedback to the school each opening evening. If there is any information, advice or guidance we can provide to parents, we will do so, upon their request.

## **12. Inclusion of pupils who are looked after in local authority care**

Ormiston Horizon Academy has a designated teacher, Mrs D Bolton and is supported by the Miss J Adams, Success Centre Manager who will monitor the progress, and ensure e-PEPs are reviewed termly, liaise with carers, social workers and the Virtual School.

### **Admission Arrangements**

The Governing Body has agreed with Government's **admissions criteria** which do not discriminate against students with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice 2014 and Equality Act 2010. Parents or carers seeking the admission of a student with mobility difficulties are advised to approach the school well in advance so that consultations can take place

The academy makes every reasonable adjustment, and takes steps to avoid putting disabled students at a substantial disadvantage, compared with non-disabled students in relation to all the academy's activities, including after-school clubs and school trips.

### **Transition Arrangements**

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible. Staff visit **all** feeder primary schools and meet both the year 6 pupils and their class teachers. Information is gathered prior to students joining us in September, information is collected on every student's academic levels, their social and behavioural skills and friendship groups. We will place siblings in the same House and if possible ensure that students are placed with familiar friends in the same form group. Information regarding the support the pupils may have accessed and any other relevant information, is then fed back to the Head of Year and the Success Centre team. 9

The academy holds Open Evenings in the autumn term and parents of years 6 are encouraged to attend. The SENCO/Success Centre Manager are available to talk to you on these visits about your child and the support the Academy can provide. If necessary follow-up visits can be arranged on a one to one basis and further discussions and contact with the SENCO/Success Centre Manager is encouraged. Direct contact details are made available so that parents can feel confident about contacting the Success Centre team. Y6 students will also spend a taster day in school meeting their new class mates and staff. They will also meet their form tutor, spend time familiarising themselves with the physical layout of the school and have a 'taste' of different lessons.

Transition visits start in the summer term for year 6 pupils needing additional support. Some pupils have a number of visits in the summer term, to spend time in the academy over break and lunchtimes so they can experience the noises and see what activities and safe places with support we have, to look at what happens in lessons and also to feel confident about moving to the academy.

### **If your child is moving onto College/Apprenticeships (Post 16)**

Throughout Key Stage 4 there are further opportunities for individual careers appointments with our adviser. Students at key stage 4 have more specific careers advice and guidance, to enable them to make the best choices concerning post 16 education.

Additional advice and information is provided to colleges and training providers by the academy. Follow up, drop in visits are made by colleges to support potential students in completing applications.

The Careers Service engage with SEND students prior to Transition Reviews in Year 9 and stay in contact through to leaving year 11. Students and parents can request an interview at any point. Prior to leaving, the parents, Careers Service, student and SENCO will put together a plan of support; which will need to be put in place with all Post 16 providers. If a student has a Statement or EHC Plan they will receive support until the age of 25.

### **If your child is moving to another school**

We will contact the school SENCO and ensure they know about any special arrangements or support that need to be made for your child.

### **13. What training are the staff supporting children and young people with SEND had or are having?**

We hold regular training session on different areas of SEND and all staff have access to information and strategies to best help students with SEND. If we feel that your 10

child will benefit from additional interventions the SENCO/Success Centre Manager will contact you to discuss this. You may be asked to support your child with the programme at home. The students who tend to make the best progress are those where there is an effective home school partnership. Staff who are new to the academy follow an induction programme which includes training and information on SEN. Trainee teachers also receive SEN and inclusion training, delivered by experienced professionals within the academy, as part of their teacher training.

We can also call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services. The Academy has an entitlement to support from the LA's Educational Psychology Service and it's Special Educational Needs Support Service (SENS) which is outlined in a Service Level Agreement each year. The academy may also seek advice from SENS who provide services for Hearing Impairment and the Visual Impairment, along with support for pupils with Physical Disabilities.

We have a Success Centre Team which is made up of the SENCO, Success Centre Manager, Assistant Success Centre and Inclusion Support Assistants. Within this team we have staff who have a range of experience and training covering various SEN needs, including a PG Diploma in Autism Spectrum Conditions, Behaviour Support, Attachment Issues and Literacy and Numeracy. The Inclusion Team includes a range of highly qualified staff who have a wide range of experience. The eight Inclusion Support Assistants (ISA's) have specific areas of specialism and expertise including Literacy, Numeracy, Science, ASD, Nurture, and Support for students with physical disabilities and Dyslexia Tutors. These LSPs work closely with all staff to support students. The Team also includes a range of staff who have specific skills and expertise in behaviour management and social and emotional wellbeing.

The SENCO hold the National Qualification for SENCo's. The Success Centre Manager has a Master's Degree in Inclusive Education and Special Educational Needs. All staff at Ormiston are trained to level 1 Safeguarding. The Designated Child Protection Officer is Mrs D Bolton and the Deputy Child Protection Officers are Mr P Shufflebotham and Miss J Adams.

#### **14. Roles and Responsibilities**

In line with the recommendations in the SEND Code of Practice 0-25 (2014), the SENCO together with the Success Centre Manager will oversee the day to day operation of this policy in the following ways:

Co-ordinate the development and implementation of policy and provision for students with SEN, and those with disabilities

Co-ordinate the early identification and assessment of students who may have SEN

Work in partnership with colleagues, parents and carers, students and outside agencies to set short-term learning objectives for students with SEN

Co-ordinate the monitoring of students' achievement, and use this information to inform planning

Provide professional guidance and continuing professional development for all staff to secure high quality teaching and effective use of resources for students with SEN

In conjunction with other senior and middle managers, monitor the quality of teaching and learning, and work with colleagues and students to set targets for improvement

Liaise with external agencies in matters relating to students with SEN, including in respect of post-16 transition planning for students with statements

Take responsibility for managing SEN learning support practitioners

Make effective use of ICT and administrative support to ensure that statutory and non-statutory duties are fulfilled

Liaise regularly with the parents and carers of students with SEN

Act as an advocate for students with SEN at pastoral, curriculum and inclusion meetings

Work in partnership with feeder primary schools for prospective students with SEN.

The Governing Body will comply with its statutory obligations as outlined in the Code of Practice 2014

The Governing Body at Ormiston Horizon Academy will:

Delegate a named governor Mr S Mansell be responsible for SEN

Ensure that teachers in the school are aware of the importance of early identification and provision for students with SEN

Ensure that, where the SENCO has been informed by the local authority that a student has SEN, those needs are made known to all who are likely to teach them and that statutory processes are implemented

Do its best to ensure that inclusion and SEN resources are matched to need, and the necessary provision is made for any student with SEN

Work in partnership with other professionals in the school and the wider community and to co-ordinate provision, where necessary

Ensure that students with SEN are included fully in the life of the school and wider educational community and receive the necessary educational provision and resources

Arrange termly meetings with the SENCO and arrange attendance at relevant Governors' sub-committees in order to monitor the implementation and success of the SEN Policy.

Ensure that parents and carers are notified that SEN provision at School Support is being made for their child and that progress on the implementation of the school's policy for SEN is reported to parents and carers.

## **15. Complaints**

The Academy has a well-established procedure for dealing with complaints from parents and carers. In the event of a complaint relating to the provision for a student with a special educational needs or disability they should be referred in the first instance, to the SENCO. In the unlikely event of the need to take the matter further, the Principal will deal with the complaint and refer it to the Governing Body if the issue remains unresolved.

The LA has a Parent Partnership Service, which offers independent advice and support for any parent/carer with a child with SEND. Further information can be found on the LA website.

## **16. Who should I contact to find out about support for parents and families of child with SEND?**

British Dyslexia Association

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

Child and Adolescent Mental Health Service (CAMHS)

[http://www.combined.nhs.uk/ourservices/childrenyoung\\_people/Pages/ChildAdolescentMentalHealthServicesArticles.aspx](http://www.combined.nhs.uk/ourservices/childrenyoung_people/Pages/ChildAdolescentMentalHealthServicesArticles.aspx)

Child and Adolescent Mental Health Service (CAMHS) Autistic Spectrum Disorder Service

<http://www.combined.nhs.uk/ourservices/childrenyoungpeople/Pages/CAMHS-ASDServices.aspx>

North Staffs Asperger/Autism Association

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

Stoke-on-Trent Parent Partnership

<http://parent-partnership-stoke.co.uk/>

Young Minds

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

## **17. Where can I find out about other services that might be available for our family and my child?**

Stoke on Trent Local offer information:

<http://www.stoke.gov.uk/ccm/navigation/education/special-educational-needs/local-offer/>

Here you will find information about the services within the local authority that are available and details of how to contact each service.

### **Related Policies**

The Equality Policy and Accessibility Plan, Behaviour Policy, Data Protection Policy, Safeguarding Policy, Meeting the Needs of Pupils with Medical Needs Policy, Complaints Policy, Admissions Arrangements.

