



SEN Information Report: Special Educational Needs and Disability (SEND) January 2019

Dulwich Wood Primary is an inclusive school where there is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. The range of support deployed will be tailored to individual need, following thorough assessments, internally or by external agencies. It is designed to promote pupils working towards becoming independent, courageous, resilient and ambitious learners.

Whole School/Setting Approaches

Information on policies, people and statutory guidance

The School's SEN Information Report should be read in consultation with other key school policies that are accessible on the schools website: Curriculum Policy, Safeguarding Policy, Behaviour Policy, Administration of Medicine Policy, Equalities Policy, and Policy for Intimate care.

Types of SEN, disability and medical needs

The Code of Practice 2014 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

Dulwich Wood Primary School welcomes children with SEND in one or more of following areas:

Communication and Interaction	<ul style="list-style-type: none">• speech articulation, stammering, speech and language delay, autism
Cognition and Learning	<ul style="list-style-type: none">• global learning difficulties, dyslexia, dyscalculia , dyspraxia, dysgraphia
Social, Emotional and Mental Health Difficulties	<ul style="list-style-type: none">• anxiety, depression, eating disorders, obsessive compulsive disorder, autism
Sensory and/or Physical	<ul style="list-style-type: none">• Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical disability

The Four broad areas of SEND identified within the SEN Code of Practice 2014

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs/Disability (SEND) or medical issues?
How can I talk to them about my child if I need to?

Class Teachers

Recommended as the first point of contact if you have any concerns

Responsible for:

- Making sure that all children have access to good/outstanding teaching (Wave 1 Universal /Quality 1st Teaching) and that the curriculum is adapted to meet your child's individual needs
 - Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could include things like targeted work, additional support, adapting resources etc...) and discussing amendments with the SENCO as necessary.
 - Contributing to writing individual EHCP targets, and sharing and reviewing these with parents at least once each term and planning for the next term, in collaboration with the SENCO.
 - Plan and deliver interventions to children identified as needing additional support. Reviewing and assessing these on a regular basis to ensure individual children's needs are met.
 - Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
 - Making sure that all the staff working with your child are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress.
- Making sure that the school's SEND Policy is followed in their classroom and for all pupils they teach with any SEND.

Contacted by:

Speaking to them at the beginning or end of the school day to make an appointment, or by telephoning the school office to make an appointment.

The Special Educational Needs Co-Ordinator (SENCO): Miss Castle

Responsible for:

- Co-ordinating all the support for the children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy to make sure that all children get a consistent, high quality response to meeting their needs in school.
- Making sure that you are:
 - fully involved in supporting your child's learning.
 - kept informed about the support they are receiving
 - fully involved in reviewing how they are progressing
 - fully involved in planning your child's support
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, Southwark Autism Support Team.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so that they can help your child (and other pupils with SEND in the school) to achieve their potential.
- Working alongside your child's class teacher to write targets for interventions that support individual and group needs.
- Working with class teachers to ensure that additional support for learning is available specifically where test and exam arrangements may need to be modified, readers employed or extra time applied for.
- Preparing an Education, Health and Care Plan where needed.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Ensuring that the Administration of Medicine policy is adhered to and that the medical needs of children are met.
- Supporting Class Teachers in planning School trips and visits where special arrangements may need to be made for pupils with SEN (including taking prescribed medication).

Contacted by:

Speaking to her at the beginning or end of the school day to make an appointment, or by telephoning the school office to make an appointment

Teaching Assistants

Responsible for:

Teaching Assistants may be allocated to some children with SEN and or disabilities, or may be specialist in a particular type of support or intervention.

- The class teacher and SENCO are fully involved in all support offered and make the decisions, in conjunction with the parents, on the type of support and interventions.
- A child may receive support from a number of adults, and a conversation with the Class Teacher or SENCO will give you a fuller picture than may be obtained from a single supporting adult.
- Of course, as a school we welcome regular dialogue between parents and all staff on how a child's day has been and we do actively encourage this continued feedback.

Inclusion Lead: Miss Bristow

Responsible for:

- Support the SENCO in monitoring provision for children with SEND
- Monitoring Attendance and Punctuality
- Monitoring lunch time provision
- Liaising with external professionals and families to provide appropriate service for vulnerable families
- Attending meetings and providing support for children with safeguarding needs including those on Child Protection plans, Child in Need plans and those that are Looked After (LAC).
- In conjunction with the Learning Mentor provide extra pastoral support in order to improve the social and emotional development of identified pupils. This is likely to involve the pupils being given time to talk and share their thoughts as well as invitations to attend sessions in the Learning Mentors Room.
- Support families where necessary to understand the social and emotional interventions that are being provided at school and advise on how they might be worked on at home.
- To empty the 'Bully Boxes' each week and investigate, resolve and record all cases reported. Share findings with SLT and Class teachers when necessary.

Headteacher: Miss Rowe

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Organisation of appropriate training in relation to SEND
- Delegating support staff to classes.
- She makes sure that the governing body is kept up to date about all issues in the school relating to SEND.

Contacted by:

Speaking to her at the beginning or end of the school day to make an appointment, or by telephoning the school office to make an appointment.

SEND Governor: Taryn McLelland

Responsible for:

- Supporting the school to evaluate and develop quality intervention and support for children with SEN.
- Evaluating the impact of provision for pupils with SEN across the school.

Contacted by:

Writing to the SEND Governor via the school office

Environment and reasonable adjustments

- The school building was built in 1952 with several levels in each of the two main floors. Being sited on a slope, there are steps on all corridors and playgrounds.
- **Existing adaptations:** there is access to the Art/Music Room via Reception Area as well as access to both Reception and Year 1 Classrooms. There are 2 wheelchair toilets that can be accessed via the main playgrounds.
- The EYFS / Y1 building is fully DDA compliant and gives access to the Art/Music Room via the Reception Playground.
- Teachers adapt classroom layouts to cater for children with special needs and or a disability. Rails and ramps have been added to foundation stage class toilets. There is a toilet for people with disabilities within the parents room, but these are not generally available throughout the school.
- Modified resources are available for dyslexic pupils.
- Use of electronic equipment such as lap-tops and alternative keyboards are available.
- It is also possible to provide modified worksheets for children with visual impairment difficulties.
- Writing slope boards, writing grips, rocket pencils/pens, alternative scissors (e.g. loop scissors) use of 'wobble boards' or move 'n' sit cushions are available for children with dyspraxia or ADHD.
- The school has an accessibility plan that is reviewed regularly for a copy please contact the School Office.

Transition Support

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's SENCO and ensure that they know about any special arrangements or support that needs to be made for your child.
- Where possible we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All targets and relevant information will be shared with the new teacher.
- You will be invited to meet with the new teacher to discuss your child and go through new targets set by the previous class teacher.
- If your child would be helped by a book to support their understanding of 'moving on', then it will be made for them

In Year 6

- Where possible, your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.
- The SENCO and Inclusion Lead will liaise with the Secondary School SENCO to discuss your child's individual needs.

Intimate Care/Toileting Needs

- The school has an Intimate Care Policy that sets out procedures that should be followed to support children who have toileting issues.

Medical Needs

- Separate policy and system for administration of medication
- Care plans for pupils with medical needs
- Support staff to assist pupils with personal care as specified by clinical plans
- Trained first aiders

Extra-Curricular Activities

The school provide a wide range of extra-curricular activities that are available for children who attend the school. All our After School clubs are inclusive for all children and, where necessary and with special arrangement, SEN pupils may be supported by individually. After School activities may vary but currently include:

- Football
- Dance
- Keyboard
- Gymnastics
- Basketball
- Gardening Club (lunch times)
- Pond Club

Contact the school office if you are interested in your child enrolling for one of our after school clubs.

Behaviour Support

- School sanctions and reward system as set out in School Behaviour policy
- Individualised positive behaviour system for individual children with particular need
- Learning Mentor Support
- Lunch time clubs
- Behaviour Support Advice accessed (Summerhouse Behaviour Support Service & Provision)
- Regular reviews with Parents

Pastoral Support/Unstructured parts of the day

Strategies to support the development of pupils' social skills and enhance self-esteem

- Small group programmes including social skills group
- Lunch-time club 'Green Room'
- Learning mentor support
- Regular 'celebration of success' opportunities particularly during the weekly 'Celebration' assembly
- Playground Play Makers
- Wide range of after school activities
- For some children specific lunch time support

Support for Improving Emotional and Social Development

- Use of SEAL materials to support PSHE
- School council representatives in Year 6
- Use of BLP (building learning power) to promote positive behaviour and independence in learning and social situations.
- Supportive marking policy, encouraging self-assessment – what went well? What are your next steps for learning?
- Transition work at school to support the transfer to secondary school. Extra visits may be arranged to the new secondary school for targeted children.
- Support for all pupils with SEND to move year group with a move-up session with their new teacher.

What are the types of support available for all children with SEN and/or disabilities in this school?

What would this mean for your child? Who can get this kind of support?

Quality 1st Teaching Universal Stage

All children in school receive this

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teachers are expected to adhere to the School's Marking Policy which sets out best practice in feeding back to pupils on their learning and sharing with them what their next step is.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task, including alternative recording methods, visual timetables, success criteria in every lesson, and differentiated activities.

Targeted School Support Stage

Where the class teacher and the school SENCO, on the basis of high quality evidence conclude that a pupil needs additional support to be given in small, targeted interventions groups.

Specialist SEND Support Stage

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.
- The class teacher will plan with the SENCO interventions to support your child's learning. These interventions will have clear targets to help your child make more progress.
- Interventions may include small group work or individual sessions on a specific area of learning e.g. phonics or basic maths skills.
- Where small group sessions are put in place they will be run by a Teaching Assistant using a recognised programme.
- Parental knowledge and input is important to us. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If requested, or the Class Teacher finds it necessary – a home/school communication book will be set up with targets to support home/school links.
- If, despite Quality First Class Teaching and small targeted support, your child needs more specialist intervention, we will in discussion with you, request this support. We will request external agency support by filling in a CAF (Common Assessment Framework).
- Where specialist professionals work with your child to understand their needs and make recommendations, these may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific professional expertise
 - Your child's involvement in a group run by school staff under the guidance of outside professionals e.g. Speech and Language Support.
- You will always be involved in decisions about how the support will be used and the strategies that will be put in place.
- You will be provided with the contact details for any agencies or services outside the school who are, or who will work with your child.

Professional Support/Outside Agencies include:

- Family Support
- Speech and Language Therapy (SALT)
- Educational Psychologist
- Autism Support Team Specialist Teacher
- Southwark Occupational Therapist Service
- Southwark Physiotherapist Service
- Southwark Sensory Services Team
- Southwark Hearing Support Service
- Dyslexia Specialist Teacher
- Southwark School Nursing Service
- Summerhouse Pupil Referral Unit
- CAMHS
- Southwark Information Advice and Support Team (formerly Parent Partnership)
- Professional Training for school staff to deliver medical interventions:
 - Type 1 Diabetes
 - Epilepsy
 - Anaphylaxis
 - Emergency First Aid

Education, Health and Care Plans/Statutory Assessment

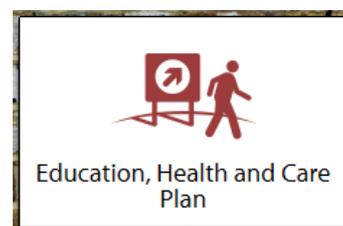
Specialist SEND Support Stage Education, Health and Care Plan (EHCP)

This means your child will have been identified by the class teacher/SENCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school.

- If, despite *Quality 1st Teaching*, the intervention groups and referrals to outside agencies to advise, and the support that the school has provided from its own resources to enable your child to make progress, your child needs further or more specialist input, the school or you can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer through the Southwark web site:

<http://localoffer.southwark.gov.uk/>

- This is done in full partnership with you and your child. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to need a statutory assessment.
- If this is the case they will ask you and all professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought.
- If they do not think your child needs this, they will ask the school to continue with the SEN Support in School and provide further support to you and the school to ensure your child's needs are met.
- After the reports have all been sent in, an EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan.
- The school must make it best endeavours to put in place the support identified in the plan.
- The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes.



How will we support your child with identified SEND starting at school?

Students with SEND are allocated places in two separate & distinct ways:

- Those pupils with statements or EHCPs have a separate admissions procedure overseen by Southwark's SEN team. Applications for children with special needs or with a disability will be treated fairly.
- Those pupils who have SEND but do not have a statement or EHC plan are admitted via the normal school admissions criteria. Detailed information and guidance of how to apply for a place at Dulwich Wood Primary both if your child has an EHC plan or statement of special educational needs, or if s/he has special needs but does not have a statement, can be found on the following link: <http://www.southwark.gov.uk/schooladmissions>
- If your child has been allocated a place in our school by the Local Authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will invite you to visit the school with your child to have a look around and to speak to staff and meet the SENCO and Class Teacher who will work with you and your child while they are at Dulwich Wood Primary School.
- If other professionals are involved, a Team around the Child (TAC) meeting will be held to discuss your child's needs; share strategies used, and ensure provision is put in place before your child starts.
- We may suggest adaptations to the settling in period to help your child settle more easily, but these will be agreed with you at the TAC meeting.
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.
- Following the settling in period, the Class Teacher and SENCO will arrange an early meeting with you to review your child's learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

How can I let the school know that I am concerned about my child's progress in school?

- If you have any concerns, we recommend you speak to your child's Class Teacher initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to:
 - **Miss Castle – SENCO/KS1 Leader**
 - **Miss Bristow – Inclusion Lead**
 - **Miss Davies – KS2 Leader**
 - **Mrs Jary – Deputy Head**
 - **Miss Rowe – Head Teacher**
- You can see them at the beginning or the end of the school day to make an appointment or call the school office to make an appointment.

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or you have raised concerns about your child's progress and high quality personalised teaching has not met your child's needs, a teacher will raise this with the SENCO. If you have raised the concern the school will invite you to discuss it and plan a way forward.
- At Dulwich Wood Primary we have regular meetings between class teachers and a senior staff member to ensure that all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress, the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with Teaching Assistants) in order to support their progress in learning.
- If your child is still not making expected progress the school will discuss with you
 - Any concerns you may have
 - Any further interventions or referrals to outside professionals to support your child's learning
 - How we could work together, to support your child at home/school.

How are the adults in school helped to work with children with SEND and what training do they have?

- The SENCO's role is to support the Class Teacher in planning for children with SEN.
- The school has an Action Plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc...
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of the specific children in their class eg from the Speech and Language Therapist, Autistic Support or medical/health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process
- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to Miss Castle - SENCO

How will the teaching be adapted for my child?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specifically 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 and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school.
- 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.

How will we measure the progress of your child in school?

How can I find out how well my child is doing in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term, and a level given in reading, writing and numeracy as well as progress in other areas, as appropriate such as attendance, engagement in learning and social and emotional development.
- The Head Teacher, Deputy Head and Key Stage Leaders routinely monitor progress of all the children through lesson observations, learning walks, planning and book scrutinies and termly analysis of assessment data in order to identify that all children are making good progress.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed. The schools strategy for doing this is currently a mixture of teacher assessments and national tests. Some children with SEND qualify for extra time to complete tests.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education. In addition to this we review targets and learning with you each term.
- The SENCO will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/School Contact Book
 - Letters/Certificates sent home
 - Additional meetings as required
 - Termly Learning Reviews for all children
 - Annual Reviews

What support do we have for you as a parent of a child with SEN/ and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENCO 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 by the person involved directly, or where this is not possible, in a report. The SENCO will arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Targets will be reviewed, where possible with your involvement each term.
- Homework will be adjusted to your child's individual needs.
- A Home/School contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- We regularly hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- Targets will include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.

Contacts

**Southwark Information
Advice and Support Team**

 0207 525 3104

 sias@southwark.gov.uk

If your child is undergoing statutory assessment for an EHC Plan you will also be supported by Southwark Information Advice and Support Team (formerly Parent Partnership). They will ensure that you fully understand the process.

Information about Funding and Resources

All schools are allocated a budget to provide for the educational needs of all children who attend the school.

SEND Budget

In addition, the Local Authority delegates specific funding to school to meet the needs of children with SEND based on social deprivation factors, the number of children who qualify for free school meals and children's prior attainment. This money is used to meet the additional needs of SEND children within the school.

This provision can take a number of different forms. Support can be provided through the allocation of Human Resources, Curriculum Adaptation, Grouping and Assessment, as outlined above.

Children with Statements/EHC Plans

Formerly, the Local Authority provided additional funding for children with Band 3 or 4 Statements. Band 5 6 or 7 statements did not have additional funding allocated to them.

From April 2017 additional funding bands were introduced by the LA for children with a new EHCP. These funding bands can be found within Southwark's Local Offer.

The school will continue to finance the first £6000 of any future EHC plan from the SEND budget.

The school decides the appropriate allocation of funding to support these children's needs using delegated funding mentioned above.

Support is provided for children with EHC plans or Statements as specified in their EHC plan or Statement of Special Educational Needs. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

Pupil Premium

Pupil premium funding is also available to meet the needs of children entitled to Free School Meals or who are Looked After. 6 monthly PEP meetings for Looked After children will consider the provision and funding required to meet the needs of LAC children.

Use of funding/Allocation of resources

The Head Teacher deploys support staff to classes to meet the needs of children. This is informed by data analysis taken from the schools assessment cycle and the needs of individual children identified with SEND and or disabilities.

External Agency/Specialist Provision

The school purchase from the NHS 18 days of support from a Speech and Language Therapist (2 days are office based) to assess and provide advice with regards to the needs of children with speech and language difficulties.

The school access support from the Early Help Locality team, which includes access to an Educational Psychologist, Education Welfare officer, Family Support Worker, Social Worker and Autism Support Service. Referrals can be made to the Early Help Team when further assessment or support is required for children.

The Common Assessment Framework (CAF) is used by the SENCO and Family Support Team Leader, and others when necessary to assess the needs of individual children and make appropriate referrals for specialist support. Most of these referrals are sent to the Early Help Locality Team.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. Team Around the Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting children and families. We will actively support the establishment and maintenance of close links with all agencies working with children.

Provision Mapping

The provision organised to meet needs across the school is set out within the school's provision map. This is a working document that is adapted based on expertise and needs of children. The provision map is maintained by the SENCO.

Information on where to find further support

GENERAL SUPPORT

Southwark Local Offer: For further information about support and services for pupils and their families please visit the Southwark's Local Offer at the following website: <https://www.localoffer.southwark.gov.uk/>

Southwarks' Information Advice and Support (SIAS) team (formerly called Parent Partnership) can provide support with understanding and accessing services available within the Local Offer. Please find more information at the following website address: <http://localoffer.southwark.gov.uk/information-advice-and-support?> You can email them at: sias@southwark.gov.uk or Tel: 0207 525 3104

AUTISM

National Autistic Society is the leading UK charity for people with autism and Asperger syndrome and their families. They provide information, support, pioneering services and run a number of campaigns to raise awareness. Website: <http://www.autism.org.uk/>

National Autistic Society Southwark Branch offer a support group which runs twice a month in quiet pubs in two different locations in the borough. It aims to provide emotional support in a friendly and supportive environment and to give information about local services.

Please see website for details of forthcoming meetings Pamela Douglas (Branch Officer)

Email: southwark@nas.org.uk Tel: 07747 768536

Resources for Autism provide a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.

Website: www.resourcesforautism.org.uk Email: liza@resourcesforautism.org.uk Tel: 020 8458 3259

ADHD

ADDISS The National Attention Deficit Disorder Information and Support Service provide information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals.

Website: <http://www.addiss.co.uk/about.htm> Tel: 020 8952 2800

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD. Website: <http://www.adhdfoundation.org.uk/> Telephone: 0151 237 2661

ALL DISABILITIES

Contact a Family is a UK-wide charity providing advice, information and support to the

Parents of all disabled children, no matter what their disability or health condition. They enable

Parent's to get in contact with other families, both on a local and national basis. The Southwark branch produces the **Grapevine Newsletter** outlining events and information for parents. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons. For more information regarding Contact a family generally please see Website: <http://www.cafamily.org.uk/>

Details of the Southwark branch are as follows: **Cambridge House, 1 Addington Square, London SE5 0HF, Email: southwark.office@cafamily.org.uk Tel: 020 7358 7799**

KIDS: Is a charity that works with children and young people from birth to the age of 25 who are disabled; those who may have 'a physical, sensory or mental impairment (including mental health issues) which in creates barriers which hinder their full and equal participation in society.' Their work is also with the individuals who are affected by this situation (such as families and young carers). **KIDS London: 7-9 Elliott's Place, London N1 8HX**

Website: www.kids.org.uk Tel: 020 7359 3635

KIDS London SEN Mediation Service

is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator.

Website: <http://www.kids.org.uk/Event/sen-mediation-service> Telephone: 0207 359 3635

Parents' Voices this is a Southwark Parent Carer's Council run by parents who have children with a disability.

Website: www.southwarkpcc.org.uk

Scope is a charity that provides free, independent and impartial information and support on the issues that matter to disabled people and their families. Website: <http://www.scope.org.uk/> Email: helpline@scope.org.uk Tel: (call free on: 0808 800 3333)

DOWN SYNDROME

Down's South London (DSL), is a parent run charity based in Peckham that provides a free, unique early intervention therapy service for children (0-6 years) from South London. Assists their physical, language and emotional development. Email: gundy@dircon.co.uk Telephone: 020 7701 9521

DYSLEXIA

The Dyslexia – SPLD trust is a collaboration of voluntary and community organisation with funding from the Department of Education to provide reliable information for parents, teachers and the wider sector. It can provide specific information and guidance on how to support children and young people with Dyslexia. Website: <http://www.thedyslexia-spldtrust.org.uk> Email: info@thedyslexia-spldtrust.org.uk Tel: 01344 381564

Dyslexia Action is a charity that provides services and support for people of all ages. The website includes information for parents and carers, including a reading list for reluctant readers. Local centres in the UK provide assessment and tutor facilities. All Dyslexia Action Centres offer free half hour consultations as well as assessments, screening, tuition and consultancy.

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

Calibre Audio Library is a charity that believes that having poor sight or other reading difficulties, such as dyslexia, should not act as barriers to the pleasures of reading. The lend audio books to members aged 5+. There is a joining fee of £20 for young members.

Website: <http://www.calibre.org.uk> Tel: 01296 432339 Post: Calibre Audio Library, Aylesbury, Bucks, HP22 5XQ

DYSPRAXIA/DEVELOPMENT COORDINATION DISORDER (DCD)

Dyspraxia Foundation can help to find sources of support. It publishes a range of leaflets, booklets and books on aspects the condition. Website: <http://www.dyspraxiafoundation.org.uk> Tel: 01462 454986

HEARING IMPAIRMENT

The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people. They can provide online factsheets, booklets and DVDs. You can become a member of the NDCS and receive family support via the helpline.

Website: www.ndcs.org.uk Email: helpline@ndcs.org.uk Telephone: 0808 8008880

MENTAL HEALTH

Young Minds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people. They provide information and support for anyone worried about a child or young person's behaviour and mental health, including information regarding symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers.

Website: <http://www.youngminds.org.uk> Parent helpline: 0808 802 5544

SPEECH AND LANGUAGE

I can provide a range of information services, help and advice for parents about speech, language and communication. It includes a free call-back service with a speech and language therapist, Talking Point a website dedicated to speech and language issues and an assessment service.

Website: <http://www.ican.org.uk/> Email: help@ican.org.uk Tel: 020 7843 2544 - to arrange to speak to a Speech and language therapist.

VISUAL IMPAIRMENT

Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits.

Website: www.rlsb.org.uk Email: enquiries@rlsb.org.uk Telephone: 01732 592500

Complaints procedures

The school has a Complaints Policy that can be accessed via the schools website. If parents would like to make a formal complaint they should follow procedures set out within the school's Complaints Policy