



SEND Information Report: Special Educational Needs and Disability (SEND) September 2025

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 SEND Information Report should be read in consultation with other key school policies that are accessible on the school's 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 SEND 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	speech articulation, stammering, speech and language delay, autism
Cognition and Learning	global learning difficulties, dyslexia, dyscalculia, dyspraxia, dysgraphia
Social, Emotional and Mental Health Difficulties	anxiety, depression, eating disorders, obsessive compulsive disorder, autism
Sensory and/or Physical	Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical disability

*The Four broad areas of SEND identified within the SEND 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?

Primary- Ms Bristow, Inclusion Lead (mbristow@dulwichwood.com)

SENDCo Class Practitioner – Ms McPherson, SENDCo (rmcpherson@dulwichwood.com)

SENDCo EHCP- Coordinator – Ms Curwen, SENDCo (acurwen@dulwichwood.com)

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 SENDCO as necessary.
 - Contribute to writing and reviewing EHCP targets and Annual Reviews each term with the SENDCO and SEND team.
 - 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.

The Inclusion Team (Miss McPherson and Ms Curwen), led by Miss Bristow, is 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:
 - Involved in supporting your child's learning.
 - Kept informed about the support they are receiving
 - Involved in reviewing how they are progressing
 - Involved in planning your child's support
- Liaising with all the other outside agencies 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 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 that 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 SEND (including taking prescribed medication).

Support Staff

Responsible for:

Support Staff 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 SENDCO 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 SENDCO 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:

- Supporting the SENDCO in monitoring the 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).
- 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.
- 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.

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 SENDCO 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.

Responsible for:

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

What support can be offered to help my child develop good learning behaviour and a sense of wellbeing?

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 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.
- Use of electronic equipment such as lap-tops and tablets are available.
- It is also possible to provide modified worksheets for children with visual impairment difficulties.
- Writing slope boards, writing grips, easy hold handwriting pens, alternative scissors (e.g. loop scissors) use of 'wedge' or 'wobble' Sit' cushions, weighted blankets/shoulder wraps, fidget toys, ear defenders are available for children where appropriate.
- 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 SENDCO and ensure that they know about any additional adaptations 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.
- 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 SENDCOs and Inclusion Lead will liaise with the Secondary School SENDCO 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, SEND pupils may be supported individually. After School activities may vary but currently include:

- Football
- Computing
- Chess
- Dance
- Africa Drumming
- Steel Pans
- Ukulele
- Multi-sports
- Spanish
- Gymnastics
- Basketball
- Gardening Club (lunch times)
- Choir Club (lunch times)

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 systems are implemented for individual children with particular needs.
- Lunch time clubs.
- Green Room - a social nurture space.
- Behaviour Support Advice accessed (Summerhouse Behaviour Support Service & Provision)
- Regular reviews with Parents.
- Local authority autism support teams.

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 groups.
- Lunch-time club – The Green Room - a social nurture space.
- Regular 'celebration of success' opportunities particularly during the alternating Key Stage 'Celebration' assembly.
- Wide range of after school activities.
- For some children specific lunch time support.

Support for Improving Emotional and Social Development

- Use of the Coram Life Education SCARF programme in PSHE (Personal, Social, Health and Economic Education)
- Use of Christopher Winter Project Materials in RSE (Relationships and Sex Education)
- 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 all pupils with SEND with a transition day to their new year group and teacher.
- Provide social stories to help children understand social situations and learn expected behaviours.

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

All children in school receive this:

- The teacher will have high 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.
- Different teaching strategies and adapted resources to ensure your child is fully engaged in classroom learning.
- Use of specific strategies, as suggested by the SENDCo or external agencies- including alternative recording methods, visual timetables, lesson success criteria, and scaffolded activities.

Targeted School Support Stage

Where the class teacher and the school SENDCO, on the basis of high-quality evidence conclude that a pupil needs additional support to be given in small, targeted interventions groups or an adapted curriculum to meet individual needs.

Specialist SEND Support Stage

- Your child's teacher will monitor their progress. If your child is not making expected progress and requires additional support to close the gap with peers, they will meet with the SEND Team.
- The class teacher will plan with the SENDCO interventions to support your child's learning. These specialist 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 support staff using a recognised programme.
- Parental knowledge and input are important to us. You will be given the opportunity to discuss your child's progress and help plan possible ways forward during the learning reviews.
- If, despite Quality First Class Teaching and small targeted support, your child needs more specialist intervention, we will discuss with you and request this support.
- Specialist professionals may 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
- Southwark Special Educational Needs and Disabilities Consultant
- Southwark Occupational Therapist Service
- Southwark Physiotherapist Service
- Southwark Hearing Support Service
- Southwark Visual Impairment Team
- Centre for Micro-Assisted Communication (CENMAC)
- 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

Specialist SEND Support Stage

Education, Health and Care Plan (EHCP)

This means your child will have been identified by the class teacher/SENDCO 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. Your child's needs, and how they will be met, will be outlined with 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 reviewed annually and amended accordingly.

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 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 an 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 if s/he has special needs but does not have an EHC plan, 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 SENDCOs 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 SENDCO 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 twice a year 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.
- You can also arrange a meeting via the school office with:
 - **Miss McPherson-SENDCO (Class Practitioner)**
 - **Miss Curwen – SENDCO (EHCP Co-ordinator)**
 - **Miss Bristow- Inclusion Lead**

Call or email 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 targeted teaching has not met your child's needs, a teacher will raise this with the SENDCO. 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 the Leadership Team to ensure that all children are making good progress. This is another way your child may be identified as not making expected progress.
- If your child is then identified as not making expected progress, the school will decide about whether to monitor this or set up an intervention group and will inform you. These groups may take place for short or long periods of time. However, please note that all children learn regularly in small groups (sometimes with support staff).
- 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 staff supported and trained to meet the needs of pupils with SEND?

- The SENDCO's role is to support the Class Teacher in planning for children with SEND.
- 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 needs or to support identified groups of learners in school, such as ASD, dyslexia etc...
- Whole-school training is provided to share knowledge, strategies, and experience, ensuring a consistent approach to supporting children with SEND.
- Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of the specific children in their class e.g. from the Speech and Language Therapist, Autism 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 McPherson or Miss Curwen- SENDCOs

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.
- 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, in groups and in the classroom so that they can learn most effectively.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

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

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

- Your child's progress is continually monitored by their class teacher.
- Their progress is reviewed formally every term, and an attainment grade is 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 monitors progress of all the children through lesson observations, learning walks, planning and book looks and termly analysis of assessment data in order to identify that all children are making good progress.
- At the end of Key Stage 2 all children are formally assessed. The school's strategy for doing this is currently a mixture of teacher assessments and national tests. Some children with SEND qualify for access arrangements.
- 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 SENDCO 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
 - Twice a year 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. 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 SENDCO 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 SENDCO will arrange to meet with you to discuss any new recommendations and ideas suggested by outside agencies for your child.
- Targets will be reviewed, where possible with your involvement.
- 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 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.

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

From April 2017 additional funding bands were changed by the LA for children with an 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 as specified in their EHC plan 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 school's assessment cycle and the needs of individual children identified with SEND and or disabilities.

External Agency/Specialist Provision

The school purchase support from an NHS Speech and Language Therapist 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 SENDCO and Family Support Team Leader, and others when necessary 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 SENDCO.

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.
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

Bell House is a volunteer-led charity in South London championing creative education and lifelong learning for all. Bell House dyslexia talks and courses aim to help parents, educators and children.

Website: <https://www.bellhouse.co.uk/>

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. They 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 school's website. If parents would like to make a formal complaint they should follow procedures set out within the school's Complaints Policy