MISSION STATEMENT
At Notre Dame School our mission is to contribute – in partnership with the home and parish – to the development of Christian women who are confident, can think for themselves, who understand the concepts of equality and justice and can play a full and responsible part in a changing and multicultural society.

INTRODUCTION
The school endorses the SEND Code of Practice (September 2014) core principles. We firmly believe that each student should be given equality of opportunity to achieve her full potential spiritually, academically and socially. We recognise that every student is unique and we endeavour to provide a rich and varied learning experience for all. Each student, regardless of her ability, is entitled to a broad, balanced and inclusive curriculum which is relevant to her educational needs. We fully encourage a sense of achievement, confidence and self-esteem in all students.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEND)
A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she-

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision is educational or training provision that is additional or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery colleges, mainstream post-16 institutions or by relevant early years’ providers.

(Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014)

DISABLED STUDENTS
Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Children and young people with certain disabilities do not necessarily have SEN, but there is a significant overlap between disabled young people and those with SEN. Where a young person with a disability
requires special educational provision they will be additionally covered by the SEN definition.

(Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014)

AIMS AND OBJECTIVES

- To work within the guidance provided in the SEND Code of Practice (September 2014).
- To operate a ‘whole student, whole school’ approach to the management and provision of support for special educational needs.
- To develop practices and procedures to ensure that SEND students’ needs are identified and assessed.
- To make appropriate provision for all identified SEND students.
- To enable SEND students to have equal opportunities to access a broad and balanced curriculum.
- To provide support and advice for all staff working with students who have special educational needs and disabilities.
- To promote effective partnership and involve outside agencies when appropriate.
- To develop and maintain partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child’s education.
- To make every effort to seek students’ views and involve them in decision making about their special education provision.
- To foster an atmosphere in which SEND students feel valued and can develop a sense of self-worth and achievement.

IDENTIFICATION OF STUDENTS WITH SEND

The school has clear procedures for identifying and responding to SEND. All teachers are responsible for identifying students with SEND and, in collaboration with the SENCO, will aim to ensure that those students requiring different or additional support are identified at an early stage. Discussions with students and parents/carers also take place, allowing a clearer understanding of the students’ areas of strength and difficulty. This enables the next steps forward and agreed outcomes to be established.

Primary/Secondary Transfer

- Information on SEND students is gathered from primary schools through multiple sources e.g. by pro-formas, visits and school records.
- All prospective parents and students for Year 7 attend an interview, during which they have the opportunity to highlight their daughter’s SEND needs.
- THE SENCO attends the new intake parents’ evening and is available for consultation with parents of SEND students.
- All prospective Year 7 students take NFER tests (verbal and non-verbal) at the end of Year 6.

Year 7 Students

- During the first term of Year 7, all students;
  - do CATs (verbal/nonverbal/quantitative and spatial),
  - complete baseline assessments in English and Mathematics,
  - undertake spelling, punctuation and grammar tests prior to following a literacy and numeracy programme.
- Some students will undertake group/individual reading tests to identify further needs.
Late Entry Students

- For SEND students enrolling at a later date, liaison takes place with previous school(s) to ensure all relevant information is available to identify their needs.
- Further assessments in Maths and English are carried out as part of their induction programme. Feedback is given to the SENCO and Heads of Departments regarding any areas of difficulty noted.

Whole School

- Progress is a crucial factor in determining the need for additional support. If this is perceived to be less than expected, despite high quality teaching and individual class-based interventions, a referral is made to the SENCO. Following her own assessment, she may draw on the expertise of external agencies. Parents will be consulted at each stage of the identification process.
- Students may also be identified via pastoral and academic tracking meetings where attendance and behaviour data are considered.
- Dyslexia/dyscalculia screening tests are available to pupils showing signs of these conditions.
- A register of SEND students is created and maintained. Staff consult this to familiarise themselves with SEND students in their classes.

AREAS OF SEND

The SEND Code of Practice 2014 does not assume that there are hard and fast categories of SEN. It recognises that children’s needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In line with the SEND Code of Practice, we accept that students often have needs that cut across all these areas and that their needs may change over time. We also acknowledge that while considering the needs of the whole child, some areas which are not SEN may impact on progress and attainment e.g. ‘behaviour’ which is not a special educational need in itself. In keeping with the SEND Code of Practice, poor behaviour is viewed as a response to an underlying need which the school, in partnership with parents and the young person, will endeavour to identify.

APPROACHES TO MEETING SPECIAL EDUCATIONAL NEEDS

At Notre Dame, high quality teaching of all students, including those with special educational needs and disabilities is a whole-school responsibility. This requirement has been strengthened in the SEND Code of Practice (September 2014). The school understands that additional intervention and support cannot compensate for a lack of good quality teaching.

Teachers are responsible and accountable for the progress and development of the students in their class, including where they access support from Learning Support Assistants/Student Support Assistants or specialist staff. High quality teaching, differentiated and personalised for individual students, is the first step in responding to those students who have or may have SEND. The school endeavours to ensure that such provision is made for those who need it.

- The school regularly reviews the quality of teaching for all students, including those at risk of underachievement.
- Teachers are encouraged to observe outstanding lessons, focusing on students with SEND, and share good practice as part of routine staff development opportunities.
• Schemes of work are evaluated by Heads of Departments to ensure they meet the needs of students with SEND.
• Teachers are given relevant information, strategies and advice on all students with SEND - this is updated regularly.
• Staff are able to broaden their understanding and get further advice regarding SEND pupils by accessing resources, such as ‘Understanding the Child’ (online) and teachers’ guidebooks on specific learning difficulties.
• The SENCO is always available to advise on individual queries from teachers regarding SEND pupils.
• Forums for sharing good practice regarding specific SEND pupils are scheduled, if deemed necessary.
• Students’ concerns are listened to and addressed where appropriate.

LEVELS OF PROVISION AND SUPPORT
The school adheres to the ‘Waves of Provision’ model. If in spite of high quality differentiated teaching, it becomes evident that some students need increased levels of provision and support; this will be addressed by the school accordingly.

Internal Support (Intervention Programmes)

• In-class support is provided by LSAs, SSAs and teaching staff.
• Students with the greatest needs are placed in small teaching groups.
• In some cases, certain students may need to follow a personalised curriculum which may include alternative/vocational courses for Key Stage 4 students.
• Withdrawal for one on one intervention may be required at times e.g. additional reading support.
• Students with a low reading age or with dyslexic tendencies follow the Lexia programme.
• Speech and language programmes are delivered in class by LSAs/SSAs under the guidance of the Speech and Language Therapist.
• Homework club is held before and after school Monday to Friday.
• Students have access to a learning mentor who provides support to help them overcome barriers to learning.
• Students whose academic progress is being impeded by behavioural, medical and social issues may benefit from a short–term referral to the school support unit. They follow a personalised programme to identify and address their needs. If further intervention is deemed necessary, this will be put in place.
• Students also have access to the School Chaplain and a School Counsellor through a referral process.

External Support
The SEND Department has developed strong links with the following support services:

• Hearing Impairment Service
• Visual Impairment Service
• Southwark Autism Team
• Down’s Syndrome Association
• Occupational Therapy Service
• Dyslexia Services
• Educational Psychology Support Service
• Education Welfare Service and Social Services Children Looked After Team
- Speech and Language Therapy
- Other Health Service Providers: School Nurse, GPs, health visitors, mental health services, hospital children’s departments and community nurses
- Careers Service (in school provision)

The key contact point for mainstream support services for special educational needs and disability is located at 160 Tooley Street, London, SE1P 5LX.

Referrals to outside agencies are usually made in consultation with parents/carers. The Speech and Language Therapist works with students one to two days per week. The Educational Psychologist also visits regularly throughout the year to work with individual students. The number of allocated visits from other outside agencies may vary according to the needs of the students and the purpose of the intervention.

Outside agencies give feedback to the SENCO on the outcome of assessments and progress of students. They also stipulate strategies which need to be put in place as a result of their assessments and observation of students in class. The SENCO ensures that teaching staff are aware of strategies provided by external agencies for individuals/groups of students. In some circumstances, the outside agencies may wish to meet and feedback to parents/carers.

The SENCO liaises with outside agencies regarding the school’s SEND INSET needs. They may be invited to deliver INSET to staff.

**LINKS WITH OTHER SCHOOLS AND VOLUNTARY ORGANISATIONS**

The school fosters positive links with local primary and special schools. Identified SEND students may occasionally participate in personalised programmes agreed with the primary school e.g. supervised work experience. Staff also visit special schools when required in order to observe good practice.

The school has strong links with various voluntary organisations e.g. SE1 United Bankside Open Spaces Trust (BOST), Roots and Shoots and Teens and Toddlers. These voluntary organisations focus on developing young peoples’ confidence and life skills.

The SENCO liaises with representatives of the organisation regarding the needs of identified students. This enables them to personalise and deliver a programme to individuals/groups of SEND students either in school or, in some cases, off site.

**EXAM ACCESS FOR SEND STUDENTS**

It is imperative that students who may need this provision are quickly identified. The SENCO liaises with subject teachers to ensure that exam concessions are given to students during internal school examinations. These concessions are based on the student’s normal way of working in class (e.g. use of laptop), without which they would be unfairly disadvantaged.

For GCSE and other public examinations, the SENCO arranges for the needs of students to be formally assessed by outside professionals e.g. Educational Psychologist. This process is normally commenced in Year 9. The Examinations Officer then applies for access arrangements from the JCQ Board and ensures, in conjunction with the SENCO, that suitable arrangements are put in place e.g. reader, scribe, rest breaks and extra time. In some cases it may be necessary for a medical report to be issued, detailing a student’s specific needs.

**STATUTORY ASSESSMENT**

A very small number of students may need more specified individual support beyond that already provided by the school as part of its core offer. This can be provided by requesting a statutory assessment from the Local Authority (LA) in which the student lives.
In accordance with the SEND Act 2014, the school Statements with Education and Health Care Plans at annual reviews. However, for students who continue to have a Statement of Special Educational Needs, the school will ensure that provision is individualised in order that the objectives set out in the Statement are achieved. This provision can take a number of different forms. Support will be provided through the allocation of human resources, curriculum adaptation, grouping and assessment.

PARENTAL INVOLVEMENT

We recognise the vital role of parents/carers in the identification, assessment and response to their children’s special educational needs. We will work in partnership with parents/carers, valuing their views and contributions. We aim to keep them fully involved in their child’s education.

- Parents/carers of Year 6 students are invited to a parents evening in July. They meet their child’s prospective form tutors and have the opportunity to discuss concerns with the SENCO. A booklet entitled ‘Information to Parents’ is issued which outlines curriculum support available, and parents/carers can consult the SENCO regarding their child’s individual needs.
- Parents attend an academic tutoring day twice a year with their child’s form tutor to monitor progress set and review targets.
- For some SEND students, LSAs and SSAs maintain regular contact with parents throughout the year, if this is necessary, in order to meet the students’ needs.
- The SEND Department has an ‘open door’ policy and welcomes ‘phone calls and visits from parents if there are concerns.
- Parents are sent copies of new IEPs/provision maps and their comments are invited.
- Parents/carers of students who have a Statement of Special Educational Needs /EHCP are invited to a formal annual review meeting during the academic year.
- If a concern is raised within the school about a student, parents’/carers’ involvement is sought and their views are valued.
- Parents/carers are consulted if outside agency involvement is deemed necessary, and the views of both parents/carers and students are sought.
- Parents/carers are invited to consultations with relevant outside agencies working with their child.

ASSESSMENT AND REVIEW OF PROGRESS

The class teacher is responsible for the assessment of all the students in the class on a day to day basis. The SEN Department also assesses progress of targeted students using recognised tests for specific difficulties. This process is carried out at intervals throughout the academic year. If students present with higher levels of need, the SENCO will request more specialised assessments from external agencies and professionals.

A holistic approach to reviewing student progress is adopted in the following ways:

- IEPs/provision maps with ambitious yet attainable targets are currently being put in place in accordance with the new SEND Act, September 2014. These enable the school to maintain an overview of the interventions used with different groups/individual as well as their effectiveness. IEPs/provision maps are set in September and are reviewed at intervals throughout the year.
- Reviews for students with a Statement of Special Educational Needs/EHCP take place annually in accordance with statutory regulations. These provide parents/carers and students with a forum to discuss progress, set new targets and consider further
interventions if necessary. Outside agencies working with the student are invited to
attend the meetings.

- Biannually, in accordance with the school policy, students accompanied by their
  parents attend academic reviews. SEN staff may join the form tutor at the meetings
  for SEND students to discuss student progress and set targets.
- External agencies are in regular contact to update the SENCO on student progress
- The SENCO may be invited to attend multi-agency meetings along with
  parents/carers to review students’ needs and agreed strategies.

Additionally, the school regularly gathers information about every student’s progress
alongside national data and expectations of progress. Academic data is updated three times a
year and shared with students and parents.

TRANSITION

**Year 6 into Year 7**

- The Head of Year 7 and SENCO visit primary feeder schools in order to meet the
  Year 6 SEND students and staff who work with them.
- The SENCO attends transition annual reviews for Year 6 SEND students.
- All Year 6 students attend an induction day in July, during which they meet their Year
  7 form tutors. SEND students meet their designated LSAs/SSAs who will support
  them throughout Year 7.
- A Year 6 parents’ evening is held in July for parents/carers.
- Identified Year 6 students are invited to a summer literacy school.
- In cases where an incoming student has significant needs e.g. ASD, the SENCO
  collaborates with the primary school to devise a personalised programme of transition.
- SEND information from the primary school is used to shape the students’ curriculum
  and pastoral provision in the first few months. If there is a physical disability,
  appropriate plans will be put in place, for example PEEPs.
- All new Year 7 students attend an induction day at the beginning of the academic
  year, during which they meet their ‘Big Sisters’, and become familiar with the layout
  of the school.

**Years 9 to 11**

In contribution towards ensuring a successful transition into adulthood, the school provides
the following:

- The school’s career adviser is invited in to draw up Action Plans for identified Year 9
  and 11 SEND students
- Transition plans are put in place for Year 9 and 11 SEND students during annual
  reviews, in accordance with the legal guidelines for pupils with an EHCP.
- SEND students and their parents/carers are invited to a meeting to discuss appropriate
  routes for Key Stage 4.
- Parents of SEND students are encouraged to participate in the ‘Take Your Daughter
  to Work Day’.
- All Year 9 students, including those with SEND attend a graduation ceremony to
  mark the end of Key Stage 3.
- As far as possible SEND students participate in the Work Experience Programme
  during Year 10, although some will need special provision and support.
- Transition to Sixth Form or FE Colleges is prepared by liaising with parents,
  colleagues and career services.
- Students with SEND are accompanied on their visits to colleges by the
  SENCO/designated LSA.
- Transition meetings are arranged for Year 11 SEND students who have significant
  needs. Where necessary, a personalised programme of transition may be put in place.
SEND students are given the opportunity to participate in the Southwark Travel Training Scheme in order to improve their confidence when negotiating the public transport system.

The SENCO liaises with parents of SEND pupils regarding attendance at the Year 11 school prom. This ensures that students with a high level of need are not excluded from this significant event to their transition.

THE ROLE OF THE SENCO
The designated SENCO is Ms V Millan. She may be contacted through the school office on the following telephone number: 0207 261 1121.

Her responsibilities include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating the provision for students with SEND.
- Maintaining an up to date SEND register and ensuring that staff are aware of information regarding SEND pupils.
- Supporting, advising and encouraging staff to meet the needs of SEND students, including those with an Educational Health Care Plan (EHCP)
- Contributing to INSET training.
- Liaising with feeder primary schools and the Head of Year during the transition period.
- Drawing up, implementing and reviewing IEPs/provision maps for SEND pupils.
- Maintaining SEND records for students.
- Liaising with students with SEND and their parents.
- Liaising with external agencies.
- Liaising with potential next providers of education in order to ensure SEND students and their parents are informed about options and smooth transitions are planned.
- Identifying students requiring an EHCP, gathering evidence and submitting the paperwork for statutory assessment.
- Arranging and attending review meetings with parents/carers and outside agencies.
- Organising access arrangements for public examinations in collaboration with the Examinations Officer.

FACILITIES AND RESOURCES FOR SEND STUDENTS
Facilities incorporate the following:

- A dedicated personalised learning space in the Year 7 block.
- A bespoke classroom for other Key Stage 3 SEND students, containing computers and interactive table.
- Lifts and toilets for disabled students in both the newly built Year 7 block and the main school building. There is 100% access for disabled students in the Year 7 block. The Year 7 block is also fully wheelchair accessible. The main school building is Victorian and multi-storey. However, it has been modified to become more DDA compliant.

Enquiries regarding the school’s Accessibility Plan can be made via the school office.

We recognise that with suitable equipment, some students will have improved access to the curriculum. We work closely with the Hearing and Visually Impaired Services to ensure that students who require this have access to radio aids and other assistive learning devices e.g.
magnifiers. In addition, CENMAC provides assistive learning devices for identified SEND students with physical difficulties.

With some students, the approach to improving access to the curriculum may entail using resources that identify with and utilise their preferred learning styles. In addition, equipment may be provided to SEND students to meet individual needs if progress is dependent on it. Staff have access to the Twinkl Program and can plan accordingly for both SEND and EAL students.

INCLUSION OF SEND STUDENTS
Children with SEND are full members of the school community and are encouraged to engage in every aspect of school life with their peers. We strive to ensure that they have equal access to the school environment, extra-curricular activities, educational trips and all resources available within the school, as provision is inclusive. Although, at times, it may be necessary for some students to be withdrawn for interventions, we endeavour to ensure that this does not jeopardise their integration within the school. This is underwritten by the LEAs policy for inclusion.

For students with greater SEND needs, the SENCO liaises with parents/carers and staff regarding the suitability of extra-curricular activities. Appropriate adjustments can then be made if required. The SENCO monitors the attendance of SEND students at extra-curricular clubs and other activities.

In accordance with the school’s Educational Visits Policy, risk assessments of educational visits/trips are conducted. Adjustments may then be made to meet individual needs, ensuring health and safety is not compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, alternative relevant activities will be provided in school.

Information about available extra-curricular clubs may be obtained from the school’s website

IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT OF SEND STUDENTS
At Notre Dame we recognise that some students may experience a range of social and emotional difficulties which manifest themselves in different ways e.g. becoming withdrawn and isolated or displaying challenging, disruptive behaviour. We have clear processes to support our students and these are linked to the following policies which are available on our website: Pastoral Care, Well-Being, Behaviour Management, Anti-Bullying, Attendance and Punctuality, Safeguarding and E-Safety.

The school provides support for students’ emotional, mental and social development in the following ways:

- **Heads of Year and tutors within Key Stage teams.**
- **LSAs and SSAs who work very closely with students.**
- **Our Learning Mentor and Pastoral Leaders** work with individuals or groups of students on a range of issues from forming healthy relationships with peers to anger management. They also facilitate specific interventions for identified students whose interpersonal skills or self-esteem requires development.
- **School Counsellor** offers one to one support for students experiencing emotional issues. Referrals are made through Pastoral Heads, SLT, Learning Mentor and the Inclusion Manager.
- **School Chaplain** is available to all pupils to discuss any concerns. Pupils may request an appointment at any time.
• **Speech and Language Therapist** may work with groups of children whose communication skills affect their social interaction on a day to day basis.

• **Education Welfare Officer** works with students and their families to achieve high attendance and punctuality. The officer visits families to establish and devise strategies to overcome any barriers to learning.

• **Jubilee Centre** (the school support unit) has an open door policy for identified SEND students who find it difficult to cope during unstructured times of the school day. SEND students with behavioural, social and emotional needs may also be temporarily withdrawn from class for support in this unit. They will have the opportunity to express their views and receive appropriate intervention.

• **PSHE Programme** addresses teenage issues e.g. e-safety, relationships, drugs etc.

• **Peer support such as Big Sisters Programme** (a buddying system for Year 7 Students),

• **Form Sponsors and mediators**

• **Ensuring close contact with parents is maintained.**

Where a SEND student’s emotional and social needs are linked to a disorder such as ASD and ADHD, strategies from outside agencies may also be sought to address individual needs.

The school’s **Anti-Bullying Policy** categorically states that bullying is unacceptable and will not be tolerated. The school acknowledges that students with SEND may be more vulnerable to bullying and harassment, particularly during unstructured times of the day. To address this, issues concerning bullying are covered informally throughout subject areas as well as formally in PHSE lessons and assemblies. Staff (teaching and non-teaching), are made aware of vulnerable SEND students. These students are monitored by staff supervising at break and lunch times and given appropriate support/provision.

**STAFF DEVELOPMENT IN RELATION TO SEND**

**Training for Individuals**

• The annual induction programme for new members of staff includes a session focusing on SEND.

• The SENCO attends forums regularly within the borough and undertakes training in order to keep up to date with current developments within SEND.

• Training needs of LSAs and SSAs are identified and addressed to meet the needs of the students.

• Training is provided for individual staff when required, to enable efficient use of assistive learning devices and other resources.

**Whole School Training Needs**

The school is committed to providing and facilitating attendance at in-service training in the area of SEND. Outside SEND agencies may be invited to deliver this for whole staff when appropriate. A needs analysis is undertaken annually. Staff undertaking individual SEND training are expected to share their knowledge with other staff.

**EVALUATING SUCCESS OF EDUCATIONAL PROVISION FOR SEND STUDENTS**

The SEND Information Report will be reviewed annually and will focus on:

• How far the aims and objectives have been met.
• How effective the provision has been for meeting special educational needs with regards to the following:
  - Staff awareness of students with SEND
  - The attainment of students with SEND
  - Staff awareness of exam concessions
  - Comments from parents/carers and students at annual reviews
• The effectiveness of record keeping for SEND students.
• How students are identified and assessed with respect to SEND
• The allocation of resources

**ALLOCATION OF RESOURCES FOR SEND STUDENTS**
The overall level of funding (the Notional Budget) for SEN is delegated to the school by the LEA and is identified in the school budget statement. This amount is not ring-fenced.

The responsibility for determining the amount of resource for SEND lies with the school governors who will seek advice from the Headteacher and SENCO. The SENCO also liaises with senior management and wider staff to determine the allocation of resources.

The resources for SEND are used to provide LSAs, SSAs, relevant training and specialist intervention /programmes.

**THE ROLE OF THE GOVERNING BODY**
All governors, teaching and support staff have responsibility for the implementation of the school’s policy for special educational needs. All governors, teaching and support staff must have regard for the SEND Code of Practice 2014.

The Governing Body will:
• Ensure that strategies are in place to raise awareness amongst teachers of the importance of identifying and providing for the needs of students with SEND.
• Report annually to parents on the implementation of the school's policy for students with special education needs and disability.
• Ensure that the LEAs policy for inclusion of SEND pupils is followed.

The responsibilities of the SEND Governor include:
• Reporting to the main governing body regarding SEND issues.
• Liaising with the SENCO to produce and present the annual report to parents.
• Monitoring and evaluating the success of SEND provision through visits, discussions with parents and students etc.
• Holding regular SENCO and SEND Governor meetings.
• Participating in the process of appointing new SEND staff when appropriate.

**ADMISSIONS**
All applications for admission will be considered in accordance with the local authority’s admissions criteria. Applications for SEND children will be treated fairly with all other applications.

**COMPLAINTS PROCEDURE**
If a parent/carer feels dissatisfied or has a complaint regarding SEND provision, they should first contact Miss Victoria Millan (SENCO) at the school. If the parent/carer is still not satisfied, they should follow the school’s complaints procedure outlined in the prospectus and on the school’s website.
OBTAINING FURTHER INFORMATION / SUPPORT

Parents/carers and students are advised of any forthcoming published events by voluntary organisations. Some helpful organisations that provide support are also listed below:

**Southwark Local Authority** provides full information and support around its local offer and attached services. See their website: [http://localoffer.southwark.gov.uk](http://localoffer.southwark.gov.uk) or telephone 0207 525 5000.

**SIASS (formerly known as Parent Partnership)** offers parents impartial support, training and advice on such topics as: SEND, how to request an EHCP and understanding tribunals. See website: sias@southwark.gov.uk or telephone 0207 525 3104.

**KIDS London SEN Mediation Service** provides mediation for parents of children with SEND and their local education authority / child’s school when there is some kind of disagreement surrounding how best to meet those needs. It is an independent service. See website: www.kids.org.uk or telephone 0207 359 3635.

**Contact a Family** provides a drop in service for families living in Southwark regardless of the nature of their child’s disability. Helpline advice may also be obtained on issues such as: education, welfare and benefits, housing, casework family support, workshops, and family-focused social events. See website: southwark.office@cafamily.org.uk or telephone 020 7358 7799.

**Council for Disabled Children** aims to make a difference to the lives of children with special educational needs and disabilities by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children. See website: www.councilfordisabledchildren.org.uk or telephone: 0207 843 1900. Email: cdc@neb.org.uk.

**The National Attention Deficit Disorder Information and Support Service (ADDISS)** provide information and resources about ADHD. See website: www.addiss.co.uk or telephone 0208 952 2800.

**The ADHD Foundation** supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them to understand and manage their condition. See website: www.adhdfoundation.org.uk or telephone: 0151 237 2661.

**Family Action ADHD Specialist Service** is a project offering home visits, telephone support and an 8-week ‘Managing ADHD’ group programme for families of children aged between 5 and 12, who have ADHD. It is a free and confidential service. Referrals may come from any statutory or voluntary agency or a self-referral can be made. Telephone: 07923 103 243 or email: corinne.turner@family-action.org.uk.

**Southwark Autism Support** is a project set up by The National Autistic Society to provide information, advice and support to parents/carers of children and young people with ASD living in Southwark. See website: www.nas-southwark.com or telephone: 0207 771 3491. Email address: southwark@nas.org.uk.

**Resources for Autism** provide a range of support services for children/young people and their families. This includes autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs, as well as holiday play schemes for children/young people aged 8-19 years old.
Scope is a national disability organisation whose focus is people with Cerebral Palsy. They offer early years support, education, independent living and employment opportunities for disabled people. See website: www.scope.org.uk or telephone: 08088003333. Email address: response@scope.org.uk

Down’s Syndrome Association (National) offers information and support on all aspects of Down’s Syndrome. See website: www.Downs-syndrome.org.uk or telephone 03331212300.

Small Steps provide a supportive environment for parents of children with Cerebral Palsy and other forms of motor and sensory impairment. Parents are able to attend informative workshops, share their experiences and socialise with others in a similar situation. See website: www.smallsteps.org.uk or telephone: 0208 704 5935. Email address: Info@smallsteps.org.uk

Dyslexia Association of London offers support and information to parents, teachers and adults on dyslexia/specific learning difficulties. It also offers a befriending service. See website: www.dyslexialondon.org or telephone: 020 8870 1407

Dyspraxia Foundation is for parents/carers of children with dyspraxia, who would like the opportunity to talk with other parents/carers in the same position. See website: www.dyspraxiafoundation.org.uk or telephone: 01462 454 986. Email: dyspraxia@dyspraxiafoundation.org.uk

The National Deaf Children’s Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people, believing that deaf children can do anything other children can do if given early diagnosis and the right support from the start. See website: www.ndcs.org.uk or telephone: 08088008880. Email: helpline@ndcs.org.uk

Royal London Society for the Blind supports blind and partially sighted young people and children to live life without limits. See website: www.rlsb.org.uk or telephone: 01732 592 500. Email: enquiries@rlsb.org.uk

Young Minds provide information and support for anyone worried about a child or young person’s behaviour and mental health. It also provides information about the symptoms, diagnosis and treatment of common mental health and behaviour concerns. See website: www.youngminds.org.uk or telephone 08088025544. Email: parents@youngminds.org.uk

Southwark Carers is an independent charity with over 5,000 carers currently registered, they provide information, advice and support to carers across Southwark. See website: www.southwarkcarers.org.uk or telephone: 0207 708 4497. Email: info@southwarkcarers.org.uk

Southwark Parent Carer Council is a group of parents, carers and volunteers, who are working to achieve excellent local services for disabled children/young people aged 0-25 and their families. They aim to ensure that all parent carers and young people have a voice in the development and provision of the services. See website: www.Southwarkpcc.org.uk or telephone: 0207 525 1106. Email: info@southwarkpcc.org.uk
Southwark Young Carers Project is a support service for anyone aged 18 or under who help to look after a relative with a disability, an illness, a mental health condition, or a drug/alcohol problem. See website: www.actionforchildren.org.uk or telephone: 0207 703 6400

Southwark Siblings is a support service for children and young people aged between 6 and 14, who help to look after a brother or sister with a disability. They follow a programme which enables them to share experiences with others in a similar situation, make friends and have fun by taking part in organised activities for small groups. See website: www.kids.org.uk/Event/southwark-siblings or telephone: 0207 701 2826 Email:Natulie.woods@kids.org.uk

Young Epilepsy is a national charity working exclusively on behalf of the 112,000 children and young people aged 25 and under with epilepsy and associated conditions. They endeavour to ensure that children and young people with this condition are able to fulfil their potential and have the best quality of life. See website: youngepilepsy.org.uk Telephone: 01342 832 243 Email: info@youngepilepsy.org.uk Helpline: 01342 831 342 (Open Monday to Friday 9am to 1pm)

Changing Faces is a charity for individuals and their families who are living with marks, scars or other conditions that affect their appearance. They aim to help individuals lead full, confident and satisfying lives by providing practical and emotional support. See website: www.changingfaces.org.uk or telephone: 08454 500 275 / 0207 391 9270 Email info@changingfaces.org.uk For emotional support and advice call the helpline on 03000 120 275 or email support@changingfaces.org.uk

GLOSSARY

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
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<td>ASD</td>
<td>Autistic Spectrum Disorder</td>
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<td>CATS</td>
<td>Cognitive Abilities Tests</td>
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<tr>
<td>CENMAC</td>
<td>A support service for students with physical disabilities</td>
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<tr>
<td>DDA</td>
<td>Disability Discrimination Act</td>
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<td>EHCP</td>
<td>Education and Health Care Plan</td>
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<td>FE Colleges</td>
<td>Further Education College</td>
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<td>INSET</td>
<td>In-Service Education Training</td>
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<tr>
<td>I.E.P</td>
<td>Individual Education Programme</td>
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<tr>
<td>JCQ</td>
<td>Joint Curriculum and Qualifications Board</td>
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<tr>
<td>LEA</td>
<td>Local Education Authority</td>
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<tr>
<td>LSA</td>
<td>Learning Support Assistant</td>
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<tr>
<td>NFER</td>
<td>National Foundation for Educational Research</td>
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<tr>
<td>PEEP</td>
<td>Personal Emergency Evacuation Plan</td>
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<tr>
<td>SEN</td>
<td>Special Educational Needs</td>
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<tr>
<td>SENCO</td>
<td>Special Educational Needs Coordinator</td>
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<tr>
<td>SEND</td>
<td>Special Educational Needs and/or Disability</td>
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<tr>
<td>SIASS</td>
<td>Southwark Information Advice and Support Services</td>
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<tr>
<td>SLT</td>
<td>Senior Leadership Team</td>
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<tr>
<td>SSA</td>
<td>Student Support Assistant</td>
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POLICY –SEND
October 2019