



# Darlinghurst

## ACADEMY

**Welcome to SEND at Darlinghurst Academy**  
**(Special Educational Needs & Disabilities)**  
**SEND Policy & Information Report**  
**September 2023 – July 2024**

**Darlinghurst Academy**  
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Our welcome booklet unites our SEND Information Report, SEND Policy and Local Offer. This makes it easier for parents and staff to find SEND information. Any questions or comments please contact  
Tracy Grant - Inclusion Leader  
Rebecca Ricks – SEN Admin Officer

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## Key People



Mrs Grant is our Inclusion Leader

She is also the Designated Safeguarding Officer and

The Designated Mental Health Lead and Mental Health First Aider



Mrs Nicholls is our Principal

She manages the whole academy



Mrs Ricks is our SEN Admin Officer

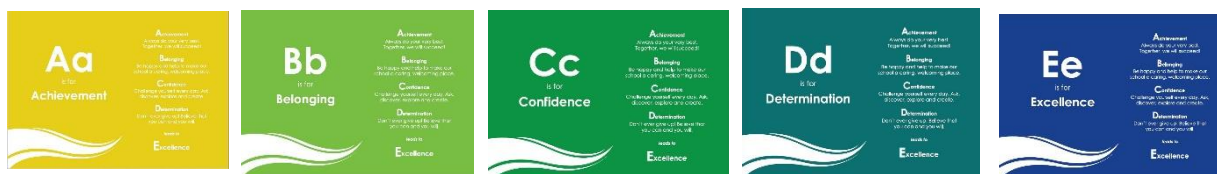
She is also a Mental Health First Aider



Mrs Wheeler is our Behaviour Support Manager

She is also a Mental Health First Aider

## Our academy



Darlinghurst is a fully inclusive academy which strives to ensure that all pupils achieve their potential: personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability and educational needs. This document is intended to give you information regarding the ways in which we ensure that we support our pupil's SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as we are continually developing and updating these in order to meet the ever changing needs of our children.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity, particularly for some of our younger children for who maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their academic career, may experience difficulties which affect their learning, and that these may be long or short term.

The academy will have regard to the **Special Educational Needs and Disability Code of Practice 2015** (and any subsequent updates) when carrying out its duties toward all pupils with SEND.

At Darlinghurst Academy we recognise our duty under the Equality Act 2010. The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a person with a disability unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

## What is SEND?

### Definition of Special Educational Needs & Disability

Children may have a disability or a special educational need if they have a **learning difficulty and or disability** that calls for *additional provision* to be made for them. Children must not be regarded as having a learning need solely because the language or form of language of their home is different from the language in which they will be taught.

Children have a *learning need* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA)

Special education provision is educational or training provision that is **additional to or different from** that made generally available for other children of the same age.

Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most children do
- **Disability (that we need to make special provision for):** something that hinders a child from using our academy facilities
- **Special Provision:** support that is extra or different to what is typically provided

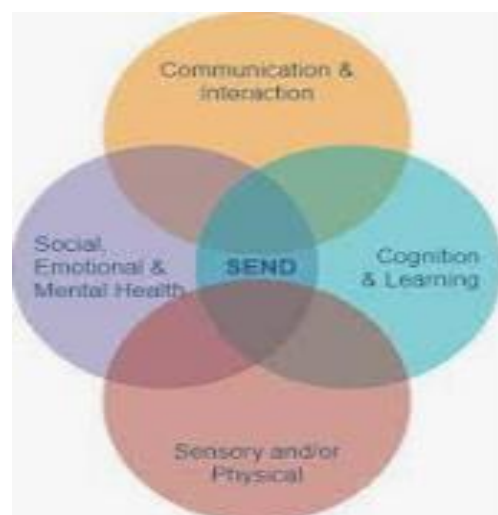
## Our ambition

- That every child with SEND can thrive
- That all our children with SEND make excellent progress from their own starting points.
- To support our children to start developing the knowledge and skills that they will need for adult life
- Develop a supportive partnership with parents/carers. We value their views and contributions and aim to keep them fully involved in their child's education
- To use our best endeavours to ensure that the necessary provision is made for any pupil who has a SEND
- To find ways in which all children can take part in the full curriculum
- Out-of-school activities including trips and excursions are planned so that children with SEND can participate
- Setting an admissions policy and criteria which does not discriminate
- Plan the physical environment of the academy to cater for everyone
- To raise awareness of SEND amongst **all** staff
- To provide written information for children with SEND in a form which is user friendly
- Using language which does not offend in all its literature and making staff and pupils aware of the importance of language
- Learning outside the classroom to support the development of Social and Emotional needs
- Ultimately we want all children with a SEND
  - to develop their basic skills (especially in reading, writing and maths)
  - have good friends and relationships
  - live mentally and physically healthy, independent lives in the community
  - be successful in work
  - feel safe and secure in every environment

## What are the types of SEND?

There are four categories of SEND as outlined in the SEND Code of Practice.

1. Communication & Interaction (C&I) including:
  - Autism
  - Social communication difficulties (other than autism)
  - Speech & Language difficulties (e.g. receptive language difficulties, selective mutism)
2. Cognition & Learning (C&L) including:
  - Learning difficulties;
  - Dyslexia & dyscalculia
  - Focus, attention or memory difficulties
3. Social, Emotional and Mental Health (SEMH) including
  - Anxiety
  - ADHD
  - Dysregulated behaviour
4. Physical/Sensory needs including
  - Hearing impairment
  - Visual impairment
  - Multi-sensory impairment
  - Physical needs (e.g. cerebral palsy)



## Communication and Interaction

Provision Available	Criteria could include
<b>Speech, Language and Communication Needs</b>	
<ul style="list-style-type: none"> <li>-Access to support and advice from a Speech Therapist – obtained through the Early Help Family Support Assessment (EHFSA)</li> <li>-Access to support and advice from the specialist Speech and Language Teacher</li> <li>-Individualised Speech and Language Programmes delivered in conjunction with the Speech and Language Therapist</li> <li>-Makaton</li> <li>-PECS</li> <li>-Talking Partners</li> <li>-Social Skills Group</li> </ul>	<ul style="list-style-type: none"> <li>-Speech that is difficult to understand or unclear</li> <li>-May struggle to say words or sentences</li> <li>-May not understand words that are being used</li> <li>-May have difficulties knowing how to talk and listen to others</li> <li>-Selective mutism</li> <li>-Diagnosis from a Speech and Language Therapist (this can only be achieved if a child meets their criteria for short or long-term intervention)</li> </ul>
<b>Autism</b>	
<ul style="list-style-type: none"> <li>-For children with a diagnosis access to support and advice from The St Christopher's special school, who have expertise in Autism</li> <li>-Closed activities i.e. those not open to interpretation</li> <li>-Social Stories</li> <li>-Visual Timetables</li> <li>-Use of Time out cards</li> <li>-Social Skills Group</li> </ul>	<ul style="list-style-type: none"> <li>-Take some language literally</li> <li>-Find social situations difficult</li> <li>-Unable to read body language of others</li> <li>-Poor imagination skills</li> <li>-Diagnosis of Autism (this can only be made by a paediatrician qualified to do so)</li> </ul>

## Cognition and Learning

Provision available	Criteria could include
<b>Mild and Moderate learning Difficulties</b>	
<ul style="list-style-type: none"> <li>-Screening Programmes to identify those who need targeted support</li> <li>-In class support</li> <li>-Interventions – group and individual support</li> </ul>	<ul style="list-style-type: none"> <li>-Lower than expected levels of progress despite quality first teaching and significant interventions.</li> <li>-Parent, teacher and/or pupils identify concerns about the child's ability to access certain aspects of the curriculum where normal interventions and/or differentiation have proved unsuccessful. Outside agencies may also be involved.</li> </ul>
<b>Specific learning Needs (e.g. dyslexia and developmental co-ordination disorder)</b>	
<ul style="list-style-type: none"> <li>-Screening Programme and further assessment to devise a bespoke programme of study</li> <li>-Specialised programme that develops co-ordination – gross and fine motor skills in conjunction with the Occupational Therapist</li> </ul>	<ul style="list-style-type: none"> <li>-Parent, teacher and/or pupils identify concerns about the child's ability to access certain aspects of the curriculum where normal interventions and/or differentiation have proved unsuccessful. Outside agencies, other than those listed, may also be involved.</li> </ul>

## Social, Emotional and Mental Health Needs

Provision available	Criteria could include
<b>Behavioural Needs</b>	
<ul style="list-style-type: none"> <li>-Access to a Behaviour Support Manager</li> <li>-Access to specialist support from Outreach Service</li> <li>-Access to support through our Outdoor Learning environment</li> <li>-Family support through the Early Help Team (accessed through the completion of an EHFA)</li> <li>-Individualised Personal Support Plan which could include support from our Behaviour Support Manager</li> </ul>	<ul style="list-style-type: none"> <li>-Children are displaying extreme behaviours, due to underlying social and emotional difficulties, which are preventing them from accessing the curriculum and impeding their ability to learn and make progress.</li> <li>-Poor control over own emotions</li> <li>-Unable to take responsibility for own behaviour</li> <li>-Diagnosis from a medical professional</li> </ul>
<b>Emotional and Mental Wellbeing</b>	
<ul style="list-style-type: none"> <li>-Access to our Pastoral Support Team, including through our Outdoor Learning environment</li> <li>-Access to EWMHS (Emotional Wellbeing and Mental Health Service) dependent on meeting their criteria (a self-referral can also be made)</li> <li>-Access to an Emotional Health First Aider</li> <li>-Family Support through the Early Help Team (following completion of an EHFA)</li> </ul>	<ul style="list-style-type: none"> <li>-Children are displaying extreme behaviours which are preventing them from accessing the curriculum and impeding their ability to learn and make progress.</li> <li>-Behaviours displayed significantly disrupt the delivery of the curriculum to others within the class</li> <li>-Poor self-esteem and self-worth</li> <li>-Eating disorders</li> <li>-Poor control over own emotions</li> </ul>
<b>Social Needs</b>	
<ul style="list-style-type: none"> <li>-Social Skills Group</li> <li>-Joined up working with Social Care and other outside agencies dependent on need and meeting that agencies access criteria.</li> <li>-Access to support through our Outdoor Learning environment</li> </ul>	<ul style="list-style-type: none"> <li>-Concerns are raised by parent, pupils and/or teaching staff regarding children's social interaction.</li> <li>-Concerns are raised by pupils, parents and/or teaching staff about the safety and well-being of pupils in a variety of situations.</li> </ul>

## Sensory and Physical Needs

Provision available	Criteria could include
<b>Hearing Impairment</b>	
<ul style="list-style-type: none"> <li>-Access to Hearing Impairment Specialist Teacher based at the Local Authority</li> <li>-Physical Environment Audit</li> </ul>	<ul style="list-style-type: none"> <li>-Identified hearing impairment that may or may not need hearing aids.</li> </ul>
<b>Visual Impairment</b>	
<ul style="list-style-type: none"> <li>-Access to Specialist Teacher for the Visually Impaired based at the Local Authority</li> <li>-Touch Typing or Braille lessons (if needed)</li> <li>-Physical Environment Audit</li> <li>-Adapted resources</li> <li>-Specialist equipment if identified</li> <li>-Risk assessment and additional support provision as identified</li> </ul>	<ul style="list-style-type: none"> <li>-Identified visual impairment other than that which can be remedied using just glasses.</li> </ul>
<b>Multi-sensory Impairment</b>	
<ul style="list-style-type: none"> <li>-Risk assessment and additional support provision as identified</li> </ul>	<ul style="list-style-type: none"> <li>-Identified through medical assessment.</li> </ul>
<b>Physical Impairment</b>	
<ul style="list-style-type: none"> <li>-Disabled toilet</li> <li>-Reasonable physical adjustments</li> <li>-Ramp access to most classrooms</li> </ul>	<ul style="list-style-type: none"> <li>-Identified physical impairment requiring short or long-term medical intervention and support.</li> </ul>

-Access to support and advice from Physiotherapist and Occupational Therapist as required -Trained LSA support	
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## Medical

This can encompass many things and will be dependent on the needs of the individual child. Please note this is not specifically classed as a special educational need

Provision available	Criteria could include
-Specialist support as needed -Access to specialist medical professionals -Access to school nurse -Individualised Care Plan -Medical Room -Secure storage for medication	-Medical need requiring short or long-term care/intervention

Some children may have more than one type of SEND and some pupils may present with needs that are not directly related to their SEN. Therefore, alongside any assessments we consider other factors such as:

- Attendance
- Events in the child's life (e.g. bereavement)
- Issues in school (e.g. friendship fall outs)
- Medical needs

## Identification of SEND

### Does a child need a diagnosis in order to have SEND?

No. Some children do have a diagnosis (Autism, ADHD, DCD, etc.) but we can address a child's SEND even if they don't have a diagnosis.

A small number of children with more complex needs have an Education, Health and Care Plan. (EHCP) (approx 2% of all children, nationally). This is like a contract between the local authority, school and parents. Most children's SEND can be met without an EHCP – we use our SEND funding to do this. All children on the SEN Register have an Individual Support Plan. (ISP) This is reviewed every term.

### How does Darlinghurst know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

We identify the needs of pupils with SEND as early as possible including gathering information from parents and other agencies. The academy has strong links with outside agencies which may be able to provide additional support to the family as a whole or the child as an individual. Many of these agencies can be accessed through the completion of an Early Help Family Support Assessment (EHFSA)

The academy works as a team and all pupils are continuously monitored by their class teacher who are well placed to identify any needs or concerns.

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

- The class teacher is the initial point of contact for responding to parental concerns.
- If you continue to have concerns then contact Mrs Grant, our Inclusion Leader, who will be happy to discuss your concerns further.

- Where a concern has been raised a 360 assessment will be undertaken by the class teacher in order to investigate and identify barriers to learning. This will be used to support and identify any additional provision needed.

Slow progress does not always mean that a child has SEND. When we are assessing whether a child has SEND we also consider other factors including;

- Attendance
- Issues in a child's life (e.g. bereavement)

A child does not have SEND just because English is not their first language (although they could have SEND as well.)

## How will I know how Darlington Academy supports my child?

- Each pupil's education programme will be planned by the Class Teacher, in conjunction with the parent and additionally the Inclusion Leader where necessary. Provision will be personalised to suit the pupil's individual needs, their strengths and their weaknesses. This may include additional general support by the Teacher or Learning Support Assistant in the classroom.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then additional interventions may also be put into practice. The length of time of the intervention will vary according to need and the appropriateness and effectiveness of the interventions will regularly be reviewed.
- Pupil Progress Meetings are held each term. This is a meeting where the teachers in the year group meet with the Principal, Vice Principal and Inclusion Leader to discuss the progress of the pupils in their class/year group. This shared discussion may highlight any potential problems in order for further support to be planned.
- We follow a cycle of Assess, Plan, Do, Review

Assess	If a teacher has concerns, the teacher asks the Inclusion Leader to observe and complete further assessments with the child
Plan	We set outcomes in conjunction with the class teacher, parent, child and identify how best to support the child to meet these.
Do	Everyone works together. All staff working with the child know the targets, know the plan and support each other in following what has planned
Review	In conjunction with the parents and child we decide how well the plan has worked and whether the plan needs to remain ongoing, updated or stopped.



- Occasionally a pupil may need more expert support from an outside agency such as a Speech and Language Therapist or Educational Psychologist and a referral will be made through the completion of additional documents in conjunction with the parents.
- A few children will have needs that cannot be met purely by the academy's SEN budget, and they will be considered for an EHCP in conjunction with parents, the academy, the Local Authority and any additional agencies involved with the child.

## What do teachers do to support SEND?

- Teachers are responsible for every child they teach
- Teachers work closely with support staff to plan and review support
- Teachers adjust lessons to make them accessible for every child
- Teachers use assessment to plan inclusive lessons
- Teachers follow advice from any support agencies involved
- Teacher's plan each child's progress and plan the next steps



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

The academy uses a number of methods of assessment to identify the strength and weaknesses of all children, including those with SEND.

- When a pupil has been identified with special educational needs and/or a disability their work will be personalised by the Class Teacher to enable them to access the curriculum more easily. Reasonable adjustments to the learning environment will be made, wherever possible, to facilitate the appropriate provision of care needed.
- If a child has been identified as having an additional need, they will be given an Individual Support Plan (ISP) and a 360 assessment will be completed by the class teacher to identify all strengths as well as barriers to learning. Outcomes will be identified according to the area of need in conjunction with the child and parent/carer. These will be monitored by the Class Teacher and Inclusion Leader. ISPs will be discussed with parents/carers and new outcomes agreed with them in conjunction with the pupil; we value highly the contribution that both the pupil and their parents/carers have in this process.

## How will I know how my child is doing?

- Normally you will be able to discuss your child's progress at Parents' Evenings.
- Your child's Class Teacher should be available if you wish to raise a concern. This may need to be over the phone. Appointments can be made to speak in more detail to the Class Teacher or Inclusion Leader by contacting the academy office.
- ISPs will regularly be reviewed (at least termly) and new outcomes agreed

## How does the academy know how effective its arrangements are?

- Members of the Senior Leadership Team (SLT) meet with the class teacher on a regular basis to discuss and evaluate the progress of all children with reports provided to the Governing Body.
- Regular evaluations of the interventions in place are undertaken and, where necessary, different arrangements or alternative provision is made.

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

- The Class Teacher may suggest ways to support your child at home.
- Mrs Grant may also be in contact with you to discuss how to support your child with strategies to use at home.
- If outside agencies have been involved, suggestions are normally provided that will be incorporated into the ISP.

## What specialist services and expertise are available at or accessed by the academy?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise, some of which can only be accessed through the EHFA or GP. These may include:

- Educational Psychologist
- EWMHS (Emotional Wellbeing and Mental Health Service)
- Social Services
- Speech and Language Therapist
- Physiotherapy and Occupational Therapist
- Early Help Family Support Service
- School Nursing
- Behaviour Outreach Support
- The St Christopher's School
- Paediatric support through the Lighthouse Child Development Centre

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

We aim to keep all members of staff up to date with relevant training and developments in teaching practice and in relation to the needs of pupil with SEND. The Inclusion Leader attends relevant courses and meetings. In addition to this different members of staff have received training related to SEND and this continues to be reviewed in line with the changing needs of the children.

Where a child is due to attend the academy whose needs have not been previously supported every attempt will be made to secure training prior to the child's arrival or as soon as possible thereafter.

Mrs Grant has also gained the qualification 'National Award for Special Educational Needs Co-ordination.'

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

At Darlinghurst we encourage all children to take part in extracurricular activities and the school staff aim to ensure that activities are barrier free.

Activities and trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

## **How accessible is the academy environment?**

We try to ensure that classrooms provide an enriching and visually stimulating learning environment to enable all pupils to access the curriculum and resources needed. Where a child needs specialist resources or adaptations, then additional advice will be implemented.

As an academy we are happy to discuss individual access requirements. Facilities we have at present include:

- ramps into the academy to make the building accessible to all.
- adapted toilets for disabled users.
- wide doors throughout the building.
- designated disabled parking bays
- regular reviews of the Academy Accessibility Plan
- Personal Emergency Evacuation Plans (PEEPs where necessary)
- visual timetables
- a small number of children may need a quieter space to support them at lunchtime and we have designated zones in this respect
- for children who may be overly anxious they may have the opportunity to visit our Anchor Room for a short period to reframe their learning.

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

- These decisions are made collaboratively in consultation with the Class Teacher, Year Lead, Inclusion Leader and, where appropriate, external agencies. Decisions are based upon termly tracking of pupil progress and level of need as well as the result of any assessments undertaken within the academy and outside agencies. If your child has an EHCP then the amount of support will also be influenced by this.
- Pupil's own views are taken into consideration regarding how they feel that they may best be supported.
- If further concerns are identified during their academy life, due to the pupil's lack of progress or as a result of their well-being, then other interventions will be arranged.

## How is behaviour and overall well-being supported in the academy?

At Darlington we aim to provide an environment where each child can feel safe and enjoy school in a nurturing environment. All staff work to raise the self-esteem of vulnerable pupils by giving encouragement and recognising their effort and achievements. When needed pupils are given time to talk through situations they find difficult and activities to support emotional wellbeing and development.

All staff work proactively to prevent bullying and where concerns are raised these will be fully investigated, addressed and monitored in line with the academy's anti-bullying policy.

When a pupil's needs require the involvement of social care we are committed to joined up working with all outside agencies and parents/carers to ensure that the child and family are fully supported.

- Through a structured whole academy positive behaviour management policy.
- Support from our Behaviour Support Manager or other members of staff as appropriate.
- Access to a member of the pastoral support team
- We have trained Mental Health First Aiders throughout the school
- The Inclusion Leader has completed the Designated Mental Health Lead training



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

All parents and pupils are encouraged to contribute to their child's education. This may be through:

- discussions with the Class Teacher
- during parent's evenings
- during discussions with Mrs Grant and/or other professionals
- parents and pupils are strongly encouraged to participate in the setting of ISP outcomes

Parents are vital to the success of children with SEND:

- Their knowledge helps us to get a complete view of a child's SEND
- They tell us what strategies work well at home (often good ideas from home work well in school)

Excellent teamwork between us and parents is very important to us.

## What arrangements are made for supporting children who are Looked After and have SEND?

At Darlington we recognise that children who are looked after may have different additional needs. All Looked After Children (LAC) have a Personal Education Plan (PEP) with targets that are agreed between the child, carer, school, social worker and where appropriate the Virtual School. These targets reflect any special educational need and are reviewed termly. Mrs Grant, who is also our Designated Teacher for Looked After Children, and has had specialist training in supporting pupils who are looked after.

## How do we support pupils who have emotional or social difficulties or who require support from social care?

Within the academy

- All pupils have access to members of the Pastoral Support Team who provide opportunities to talk through difficult situations, whether at home or school. All are

Mental Health First Aiders. The team are able to provide on-going emotional support and where necessary make referrals for more specialist support.

- Adults work pro-actively to prevent bullying and where there are concerns about bullying they will investigate, address and monitor incidents which will be dealt with in line with the academy's Anti-bullying Policy.

At Darlington we recognise that children may have additional emotional and/or social needs as a result of the experiences, and these will be supported on an individual basis.

## **How will medical support and/or personal care be made available?**

- All medicines will be administered in accordance with our Medical Policy (further information is available on our website)
- Where specialist training and medical intervention is required the Inclusion Leader will make contact with the appropriate clinicians to arrange this
- Individual Care Plans will be prepared in accordance with our Medical Policy involving parents, other professionals and the pupil

## **How does the academy prepare my child for transition?**

- When a child with an EHCP is in Year 5 a transition meeting/review will be arranged with the parents, child and potential new school(s) to arrange an action plan to ensure a smooth transition
- We work closely with the local secondary schools to provide as much support and information as possible
- Additional visits accompanied by members of staff can be arranged if required
- Work is undertaken in the classroom to provide transition support for all pupils in Year 6.
- Dedicated staff meetings (handover sessions) take place between teachers when changing within school year groups so that needs, effective strategies and resources are shared, along with additional transition visits where able/required.
- We work closely with local Pre-schools and Nurseries, especially for those children coming to the academy who are known to have special educational needs.
- The Inclusion Leader ensures that all relevant information about vulnerable pupils is shared with all staff
- Where necessary a transition book/social story will be created to prepare a child for their new teacher and learning base.

Where a child is moving to or from another school for different reason, personalised transition arrangements can be made with the Inclusion Leader.

## **How does the academy ensure the safety of the pupils?**

- Dedicated Child Protection Policy and staff training
- Regular observation of all children including the recording of unusual/different behaviour. This may then be referred to our Designated Safeguarding Lead
- Regular, dedicated, Health and Safety walks
- Structured whole academy behaviour management and anti-bullying policies
- The Pastoral Team has a daily meeting to identify any additional needs that may have arisen over the day/week

Additional information is available in our Child Protection Policy, Promoting Positive Behaviour Policy and Health and Safety Policy.

## What support is available for improving attendance?

- Dedicated in-school staff support
- Support from outside agencies, some of which can be accessed through the completion of an EHFA
- Our Attendance Officer, Behaviour Support Manager, SEN Admin Officer and Inclusion Leader are available throughout the day should you have any concerns regarding your child's attendance, particularly surrounding their social, emotional and medical well-being, including for those who are at risk of suspension.

## Where can I find details of the Local Offer?

The Local Offer is a website that is written for parents and families. It helps them to know "what is out there" for children with SEND. The Local Authority (LA) Offer for Southend City Council can be found at [www.livewellsouthend.com](http://www.livewellsouthend.com)

It includes:

- Support services
- Health services (e.g. contacts for various services)
- Schools
- Leisure activities (e.g. SEN Sports clubs)
- Contacts for SEN charities



## Where can I access external Support for Parents?

SENDIASS Southend

**SENDIASS** is the free Independent Advice and Support Service for parents. They offer a range of help including:

- Information on local groups and services
- Information on SEND laws
- Information on local council procedures for SEND
- Help to prepare for meetings (so you have your say and feel heard)

They can be accessed by

- Phone: 01702 215499
- Email: [iass@southend.gov.uk](mailto:iass@southend.gov.uk)
- Web: [sendiasssouthend.co.uk/](http://sendiasssouthend.co.uk/)
- Facebook: [www.facebook.com/sendiasssouthend](http://www.facebook.com/sendiasssouthend)



## What should I do if I have a concern or a complaint about the provision provided for my child?

- In the first instance please contact the class teacher or the Inclusion Leader.
- If your concerns have not been successfully addressed please follow our Complaints Policy, details of which can be found on the academy website.

## Who can I contact for further information about SEN?

Please contact our Inclusion Leader, Mrs Grant, or Mrs Ricks, SEN Admin Officer, if you have further questions.

Some of the organisations below may also be able to answer any questions that you may have about additional educational needs.

This list is not exhaustive and the information does not replace professional advice/diagnosis; our aim is to keep adding to the list of sites. If you know of any other good quality websites, groups or phone numbers which may be of use to other parents or if you would like information on a specific need to be published then please let Mrs Grant know.

## Further contacts

- Autism Anglia is a good website offering a range of autism specific information for the family

[http://www.autism-anglia.org.uk/get\\_support/for\\_families/for\\_families](http://www.autism-anglia.org.uk/get_support/for_families/for_families)

- The National Autistic Society

Information and support for Autism.

Parent to Parent (P2P) is a confidential telephone support service for parents and carers of an adult or child on the autism spectrum. (recommended by the NAS)

- NAS Recommended Autism Helpline Call 0808 800 4104

Lines are open 10am-4pm, Monday to Friday

(free from landlines and most mobiles) Provide impartial, confidential information, advice and support to people on the autism spectrum, their families, professionals, researchers and student

- Little Heroes ASD Support Hub, 409 London Road, Westcliff-on-Sea, Essex SS0 7HU  
Tel: [01702 864798](tel:01702864798) <https://littleheroesasd.co.uk>

SCOPE can offer support locally regarding disabilities that may be affecting an individual or family. [helpline@scope.org.uk](mailto:helpline@scope.org.uk) Tel: 08088003333

- Contact. A Family Organisation who helps families of children with varying disabilities. Advice and Information on Special Needs for parents <https://contact.org.uk>

- Dyslexia Action - Information and support for Dyslexia <https://dyslexiaaction.org.uk>

- Ace Education Advice - <http://www.ace-ed.org.uk/>

- Dyspraxia Foundation - Dyspraxia: Developmental Coordination Disorder Information and support for Dyspraxia. [info@dyspraxiafoundation.org.uk](mailto:info@dyspraxiafoundation.org.uk)

Speech and Language Needs

- Afasic - A parent-led organisation that helps children and young people with speech and language impairments and their families. Probably best used after a diagnosis by a Speech and Language Therapist. <https://afasic.org.uk>

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

An excellent website, clear explanations and further links, general ideas on helping all children with their communication.

- ADHD <http://www.adhdandyou.co.uk/>

Visual impairment

[www.nib.org.uk](http://www.nib.org.uk)

BENEFITS

<http://www.dwp.gov.uk/>

Information and contacts about possible benefits you may be entitled to.

July 2023