




Meadowside Community Primary & Nursery School

A Member of **The Challenge Academy Trust**

SEND Policy

Policy written by	D. Clay (SENCo)
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Next Review	September 2023
Head teacher	Mr S Wright 
Chair of Governors	Mr P Calrow

'Where Learners Grow'

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

SEND Policy

To be read in conjunction with:

Behaviour Management Policy

Attendance Policy

Safeguarding Policy

Healthy Eating & Drinking Policy

All Curriculum policies

Complaints Procedure

Accessibility Audit and plan.

Remote Learning

Information about SEN on the school website

Compliance

This policy complies with the statutory requirement laid out in:

SEND code of Practice 0-25 (July 2014 – updated 2015)

Equality act 2010: advice for schools DfE Feb 2013

School SEN information report regulations (2014)

Teachers Standards 2012

EYFS framework (2021)/National Curriculum in England KS1/2

Meadowside CP & Nursery School is an Inclusion Quality Mark (IQM) Flagship School.

At Meadowside CP & Nursery School, we are committed to offering an inclusive curriculum which will ensure the best possible progress and outcomes for all our pupils. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. We respect the unique contribution that every individual can make to our school community.

We recognise that throughout their school life, some children will have additional needs which could create a barrier to their learning. This policy sets out to ensure that effective assessment, planning and support of children with SEND will mean that all children can achieve their potential.

It should be noted that not all children with disabilities have SEN and not all children with SEN meet the definition of disability; but this policy covers all of these children.

The implementation of this policy is the responsibility of the whole staff, with any extra provision or expertise being provided by external agencies and professionals.

The Governing body will monitor this policy to ensure that appropriate provision is made for all pupils with SEND within our school.

Definition of Special Educational Needs

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable' (C of P Jan 15 – 6:15)

The SEND Code of Practice identifies four broad areas of need for schools to consider when planning a provision. These areas are not to be used to fit a pupil into a category, as children often have needs in more than one area.

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with Autistic Spectrum Condition (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

What is NOT SEN but may impact on progress and attainment;

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL (Children who speak English as an Additional Language).
- Being in receipt of Pupil Premium Grant
- Being a Child in Care
- Being a child of a Serviceman / woman

Aims:

At Meadowside CP School all pupils, regardless of their needs, are provided with inclusive quality first teaching which will enable all pupils to make the best possible progress and feel that they are a valued member of the school community. **We expect all pupils to receive an equity of offer.** We aim for all children with SEND will meet or exceed the high expectations set for them, taking into account their age and starting points. School will use its best endeavours to give all pupils, including those with SEND, the support they need whilst having access to a broad and balanced curriculum. Working in partnership with parents, it is our aim that all our children will thrive and reach their potential in all aspects of their life.

Objectives:

To promote an inclusive, caring and nurturing ethos and an educational environment in which all pupils can develop and grow to their full potential, regardless of ability or need. To ensure a clear process for identifying, assessing, planning and reviewing provision for pupils with SEND – with parents and pupils at the centre of these arrangements.

Admission arrangements:

Pupils with SEND will be admitted to Meadowside in line with the schools admissions policy. The Governing body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice; in that 'The School Admissions Code of Practice requires children and young people with SEN to be treated fairly.

Admissions authorities:

- must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan' (C of P 1.27)

A GRADUATED APPROACH TO SEN SUPPORT**Whole School Responsibility**

All teachers are teachers of children with special educational needs or disabilities – therefore, at Meadowside; we recognise that teaching SEND pupils is a whole-school responsibility.

The National Curriculum and Early Years Foundation Stage Curriculum provide the basis for all planning and delivery of lessons in all subjects. The core of the teachers' work involves a continuous process of planning, teaching, assessing and reviewing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support to enable them to access this learning.

The Code of Practice advocates a graduated response to meeting pupils' needs. **At Meadowside we strive to give our pupils access to the full curriculum however, adaptations and support is provided according to a child's needs.**

Where support 'additional to or different from' that normally available to pupils the same age is required, it will be provided through 'SEND Support'

Responsibility for SEND Provision

The Headteacher (HT) and Governing body have delegated responsibility for the ongoing implementation of the SEND policy to the Special Educational Needs Coordinator (SENDCo). The SENDCo is responsible for day to day coordination and monitoring of the SEND support throughout school and for reporting regularly to the HT and Governing body regarding the ongoing effectiveness of this policy. The SENDCO is part of the Senior Leadership Team (SLT).

The SEN team within school includes:

SEND Co-ordinator (SENDCo)	Mr David Clay
Welfare Co-ordinator	Mrs Alison Stokes
Inclusion officer	Miss Nicola Churton
SEND Support Team	Miss Chloe Forster
	Mrs Nic Kelly
	Mrs Deborah Fairclough
Designated Provision Specialist Teacher	Mrs Lauren Perks
SEND Governor	Mr Phil Calrow
Head Teacher	Mr Stuart Wright

The role of Governing body: The SEND governor has responsibility for monitoring the effective implementation of the policy, meeting with and liaising between the SENDCo and the Governing body.

The role of the Headteacher: The Headteacher has responsibility for monitoring the provision and progress of all pupils, including those with SEND. The HT works closely with the SENCO and SEND Governor to determine the strategic development of SEND provision within school.

The class teacher is responsible for:

- Providing quality first teaching for all children including those identified as having SEND
- Maintaining the class SEND records - including use of CPOMS, Provision Mapping and Pupil Passports
- Communicating with parents about additional provision made for children and progress their child is making
- Communicating regularly with TA's providing interventions, or other support, to children in their class
- Checking and updating the class medical list
- Recording progress towards the achievement of targets
- Ensuring TAs are fully prepared for their role in the classroom
- Assessing the impact of interventions on a pupil
- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.

Role of Teaching Assistants (TA)

Teaching Assistants are responsible for:

- Delivery of evidence based interventions in small groups and in 1:1 support
- Develop independence skills for the children with whom they are working
- Contributing to the development of resources for pupils with SEND
- Meeting with the teacher to plan, review and monitor targets and interventions.
- To carry out assessments at the start and end of interventions.
- Feed back to teacher and SENDCo on the impact of interventions on pupils in their group.

Supporting parents/carers

Support is provided through:

- An open door policy for parents/carers seeking support and advice.
- Being informed where there is a concern about their child's needs and being encouraged to contribute to the assessment of their needs by meeting with class teacher, SENDCO, Welfare Co-ordinator or Inclusion Officer.
- Being involved in decision making, by attending parent's evenings and additional meetings where required.
- Being supported in understanding the roles of other professionals
- Being informed about the Parent Partnership/SENDIASS Service
- Being informed of any training/ courses/ support groups which would help them and be offered support in applying for these by the Welfare Co-ordinator or Family Liaison Officer.
- Access to the school's SEND Policy in an appropriate format and will be provided with information about their child's entitlement within the SEND framework

Pupil Involvement

Pupils will:

- Be progressively more involved in decision making, setting and reviewing targets
- Be given access to a member of staff to discuss any difficulties or concerns.
- Be given opportunities for choice and decision making by attending Review Meetings where appropriate
- Be supported in understanding the roles of other professionals by meeting with some of those professionals.

Availability of Resources:

- A proportion of the budget is allocated to the development of resources to support the development of provision for pupils with special needs.
- Teaching assistants are used effectively to ensure excellent progress for pupils with SEND.
- **Social Emotional and Mental Health support is provided by our team of mental health first aiders.**
- A Welfare co-ordinator and Family Liaison/Inclusion Officer are employed to support targeted families and liaise with a range of other agencies.
- Meadowside have an 8 place Development Centre, for children with complex needs – at EYFS and KS1
- At KS2 we have a 10 place Designated Provision for children with Cognition and Learning difficulties.

Identification and provision for children with special education needs

All children have an entitlement to a broad and balanced curriculum which will enable children to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

At Meadowside Primary School we ensure that pupils are supported to access the curriculum in a way that allows them to gain independence and empowers them to succeed.

Curriculum access is provided for through 5 broad strands.

- Appropriate identification of barriers to learning and strategies put into place to remove those barriers.
- Quality first teaching
- Scaffolding and providing resources that allow them to access learning.
- Targeted evidence based intervention that when removed allows them to better access the provision.
- Adaptation to tasks to allow access to key learning.

As a school we organise these strands of action so that they can either call upon progressively more powerful interventions to meet increasing needs or reduce the range, type and intensity of interaction as a child makes adequate progress (graduated response).

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had additional intervention/ adjustments and good quality personalised teaching.

STEP 1 - Early Identification

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'

At Meadowside we believe in early identification and intervention, and therefore it is essential to have good liaison with all staff, so that high quality teaching and provision is planned to meet the needs of the pupil. We hold termly pupil progress meetings, where children are identified, strategies implemented and progress monitored. In addition the SENCO meets termly with Class Teachers to discuss progress of all children identified with SEND.

The school follows a graduated approach for identification and assessment, as laid out in the Code of Practice, unless our concerns, or specified advice, mean that we have to miss out a stage. This may happen with new children to the school or when a medical condition i.e. sensory impairment, comes to light.

The first step in identifying a pupil who may have SEND is through high quality teaching which provides the support needed for individual pupils to independently access the learning. School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and increase their knowledge of SEND in line with the Code of Practice.

Early identification of pupils with SEND is a priority. If a member of staff has a concern about a child's progress they should, in the first instance discuss their concerns with parents and then raise the concern and seek advice from the SENCO. These meetings must be recorded on CPOMS.

The class teacher and SENCO will consider all gathered information from within the school. This information may include

- Discussions with parents, including following up parental concerns.
- Discussions with the child, where appropriate
- Any teacher or support staff concerns.
- Close analysis of data including: EYFSP, SATs, Optional SATs, reading ages and termly assessments.
- Tracking individual pupil progress over time.
- Use of assessment data/material such as the Oxfordshire materials.
- Liaison with feeder schools on transfer.
- Information from previous schools.
- Information from other services.

Following discussion the child may be added to the SEND monitor list.

STEP 2 – Intervention Groups

Children with SEND and those who are on the monitoring list are then set specific targets to address their needs. These will link with specific, evidenced based interventions which will be introduced and are managed by the class teacher and teaching assistants. The children included in these groups are not necessarily included on the SEND register.

This begins a cycle of assess, plan, do, review – with the child at the centre of the process. Children accessing interventions are recorded on a provision map on Insight with clear assessments that show the start and end point of the intervention. Progress is tracked by teaching staff and discussed during SEND pupil progress meetings.

STEP 3 – Additional Provision

Classroom teachers closely track children and are able to identify those pupils who, despite this intervention make little or no progress.

The class teacher gathers further evidence and with the pupil's parents/carers, the SENCO and the Head Teacher consider attainment against criteria and decide upon whether additional provision/or amendments to the plan needed to help the pupil's progress. At this point, with parental permission, children may be discussed at the SEND planning meeting.

This additional provision may include:

- Provision of **adapted** learning materials or specialist equipment
- Enrichment and enhancing activities to develop the child
- Specific interventions, potentially on a 1:1 basis
- Staff development and training to introduce more effective quality first teaching
- Use of alternative targeted intervention groups.
- **The use of technology to support access to learning.**

Strategies employed to enable the pupil to progress must be recorded on the school provision map and child's pupil passport and be reviewed termly. Parents will be kept informed of their child's progress.

SEN School Support

Following discussion at the SEN planning meeting and with agreement from parents, a child may be referred to an external agency for assessment and advice. Class teachers, and parents where appropriate, will be asked to contribute to these reports, assessments and referrals.

A child who has received additional provision and remains significantly below Age Related Expectations, or has been referred to an outside agency, will be moved onto the SEN register at SEN School Support level.

Further assessments may be completed where necessary and additional evidence will be collected.

STEP 4 – Statutory Assessment / EHC Plans

Requesting an EHC plan assessment

The school will request an Education Health Care (EHC) Assessment from the Local Authority when a child's needs are complex and long term and may require a greater level of support than that provided at SEN School Support level from the school's own resources. An EHC Assessment can also be requested by a parent, outside agency acting on behalf of the school, Foster carers or health and social care professionals.

'The purpose of an EHC Plan is to make a special provision to meet the SEN of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adult hood' (CoP, 9:2)

AN EDUCATION HEALTH CARE PLAN (EHCP)

This will normally be provided, after an EHC Assessment, where the Local Authority considers that the child requires special education provision beyond what the school can offer and meets their criteria. However, we recognise that a request for an EHC Assessment does not inevitably lead to an Educational Health Care Plan.

REVIEWS OF EDUCATION HEALTH CARE PLANS

EHC Plans must be reviewed annually, though Meadowside recognises that in exceptional circumstances this may be brought forward if the needs of the child have changed significantly.

Reception - Children in Reception are reviewed twice within their first academic year.

Year 1 - Transition reviews are held, during the Summer Term, for children who may be transferring to a KS2 Provision from the KS1 Development Centre or to a different setting. These reviews will normally be attended by a LA representative and will discuss provision required at KS2.

Year 2 – A further transition review will be held during Year 2. Staff from any schools that children are transferring to, will be invited.

Year 5 – Summer Term Reviews will begin to discuss the provision required for Key Stage 3.

Year 6 - A **transition review** will be arranged during the Summer Term, once the KS3 provision has been agreed. The SENCo of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues

The LA require information about the pupil's progress over time and also need documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

The SEN code of practice states that '*reviews must focus on the child's progress towards achieving the outcomes specified in the EHC Plan*' (para 9.166). In order to comply with this, the school will inform the LA, at the beginning of each year, of the pupils requiring reviews.

The SENCO – in collaboration with the Inclusion Officer - co-ordinates these reviews and invites:

- The child's parent(s) or carers
- The child (if appropriate)
- The relevant class teacher
- The SENCO
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the school considers appropriate.

In some circumstances parents can instigate an early annual review.

SPECIALIST SERVICES

'Where a pupil continues to make less than expected progress, despite evidence- based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies'.

This intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving high quality differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels substantially below those expected for a child of similar age, despite SEND provision.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has social and emotional problems that often substantially impede own learning or that of the group, and this may be despite having an individualised programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External referrals to specialised services will be made by the SENCO, Welfare Co-ordinator and/or Inclusion Officer after reviewing progress and in full consultation with parents.

Access to these services is prioritised according to need and availability and is usually determined at the SEN planning meeting. This would be dependent on school judging that the child meets the required criteria for this support.

Referrals may be made to:

- Educational Psychologist
- Speech and Language Team
- Occupational Therapy
- Sensory Support (Hearing and Visual Impairment)
- Visual Processing Difficulties clinic

- SEN Orthoptist/Visual Processing Difficulties clinic
- School Health
- Social Services
- CAMHS (Child & Adolescent Mental Health Service)
- Child Protection / Safeguarding Team
- Community Pediatrician
- Play therapist
- SEMH Lead Teacher

Inclusion and Facilities for vulnerable pupils and those with SEND

The Equality Act 2010 states that education providers must make reasonable adjustments to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

At Meadowside School we have taken all necessary arrangements to ensure all pupils, regardless of any disabilities, can fully access the building and extended facilities. (Refer to the Accessibility Audit and plan).

Relevant information is shared with parents/carers of pupils on school support or with a EHC plan. They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

Arrangements for providing access to the full life of the school

Pupils with SEND are entitled to:

Scaffolding that allows them to access suitable learning challenges.

Have access to resources that allow them to overcome potential barriers to learning

Be integrated into all aspects of school life including – School Council, clubs, assembly, educational visits, sports teams, plays and productions.

Children who travel to school via Local Authority Transport will be supported to attend any clubs provided by school – in consultation with parents.

We continually monitor the needs of our school community to ensure we are meeting their requirements. This is done through pupil progress meetings; parent, pupil and staff questionnaires and through day to day conversations. All reasonable adjustments are made or prioritised within future spending.

We also monitor the extended out of school provision accessed by pupils with SEND, ensuring it is fully inclusive.

Allocation of resources for vulnerable pupils, those with SEND.

SEND Funding

All schools in Warrington receive funding for pupils with SEND and disabilities in these main ways:

- The base budget covers teaching and curriculum expenses for all pupils
- The notational SEND budget covers the additional support required for School Support through school funding.
- High Needs Block funds/resources allocated to pupils with Higher Needs Medical funding or EHC Plans.

The Code recommends that as part of their normal budget planning, schools 'determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, head teacher and governing body should establish a clear picture of the resources that are available in school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium'.

Meadowside School follows the SEND code of practice and LA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with SEN are included in the school's provision map, individual costed provision maps for some pupils and the SEN Information Report

Evaluating the success of provision.

The SEND register is a fluid, working document, that is constantly updated and therefore the numbers of pupils on the register will be subject to change. A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of pupil progress and through Annual Reviews.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the expected impact over the time frame allocated, alternative provision may be offered.

Working in partnership with parents/carers.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

The school website contains information relevant to SEND Provision at Meadowside.

Complaints procedure for parents/carers.

Any complaints should first be raised with the Class teacher, SENCo/Welfare Co-ordinator or Family Liaison Officer, then if necessary, with the Headteacher and finally, if unresolved, with the SEND Governor.

Managing parental complaints related to SEND

All SEND complaints must follow the school's formal complaints procedure.

- Discussions should initially take place with the Class teacher/SENCO and recorded on CPOMS, with key issues identified, including where there is agreement.

- As part of the discussion; Pupil Passports and attainment against individualised targets may be reviewed, examining what progress has the pupil has made.
- Minutes of meetings regarding a pupil's behaviour may be reviewed.
- Reports provided by outside agencies should be considered.
- Further meetings with the parents/carers may be arranged; perhaps involving a mediator such as Parent Partnership/SENDIASS
- Meetings with the Head teacher may be arranged.
- The SEND Governor may be consulted.
- External advice may be sought
- Key legislation regarding the matter is identified.
- Good levels of communication with the parents/carers are maintained throughout the process.

CPD and training of staff.

The Head teacher and SENCo will keep fully up to date about SEND issues, through attendance at training and cluster meetings.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

The School's INSET needs are included in the School Development Plan and in the SEND Action Plan and appropriate training is provided to all staff.

Links with other schools and clusters

Whenever possible, prior to admission to Meadowside School for a child with identified SEND, contact is made between the SENCo/Class Teacher of Meadowside and the SENCO/class teacher at their current school. A transition plan is put into place, should one be required. When a pupil with SEND transfers to another school, all relevant documentation is passed on to the receiving school.

- Meadowside is part of The Challenge Academy Trust (TCAT) and the SENCo attends termly SENCo meetings with schools within the Academy
- Additionally BOLD Cluster SENCo network and a wider 'Primary SENCo network' meeting are held once a term.
- As an IQM school, Meadowside is part of a cluster of schools who meet termly to share good practice.

Reviewing the effectiveness of this SEND Policy

The Governing Body will report annually on the success of the policy.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher, SENCo and Link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Monitoring of classroom practice by SLT through learning walks, lesson observations and book scrutinies.
- Consideration of each pupil's success in meeting personalised targets
- Use of standardised tests and external tests.
- Analysis of tracking data and teacher assessments
- Analyse School Performance (ASP) and the Inspection Dashboard Summary Report (IDSR)
- Reports provided by outside agencies including Ofsted
- The LA SEND moderation and monitoring process.

Key legislation informing this policy includes:

The Education Act (2002)

The Code of Practice (2014); Revised (2015)

The Equality Act (2010)

Key Local and National Agencies who advise SENDCo's or Parents:

Warrington SEND information Advice and Support Service

This is a service available to parents/carers of children and young people with SEND aged between 0-25 years. Their support and advice is impartial, confidential and free.

Iain McDonald, Special Education and Information Support Service Co-ordinator.

imacdonald@warrington.gov.uk

<http://www.warringtonsendiass.co.uk>

Warrington Parents & Carers

The voice of disabled children and those with additional needs. Their main job is parent participation which means they work with everyone in Warrington who works with disabled children.

warrpac@gmail.com

07581302172

warringtonparentsandcarers.org

ADHD Support Group Warrington

They aim to provide help and support to anyone affected by ADHD/ADD and associated conditions.

Facebook: @AdhdWarrington

Twitter: @AdhdWarrington

Tel: 07486 124414

Contact a Family - SEND National Advice Service: A charity for families with disabled children.

We support families with the best possible guidance and information. We bring families together to support each other. And we help families to campaign, volunteer and fundraise to improve life for themselves and others.

www.contact.org.uk

Contact: 0808 808 3555

Independent Parental Special Education Advice (IPSEA)

We help children and young people with special educational needs and disabilities across England get the appropriate education, training and support which they are entitled to under the law.

www.ipsea.org.uk

Support for children with SEND

Free and impartial information about living with complex disabilities,

www.sense.org.uk