

St. Mary and St. Peter Catholic Primary and Nursery School
SEN Information Report Summer Term 2016
Contributing to the Norfolk Local Authority Local Offer

Type of school

Primary Academy with the St. John the Baptist Multi Academy Trust.

Review date: - Summer Term 2017

The Notre Dame Cluster of Schools, which form the St. John the Baptist Multi Academy Trust, work together to provide a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are as inclusive as possible.

Cardinal Basil Hume reminds us that *“The Catholic school should be a living embodiment of an ideal and a faith: it should demonstrate a way of life: it should be a witness to society. It should practise what it preaches about the dignity and worth of the individual.”*

Our Mission Statement

We seek to inspire in children the joy and wonder of learning, through cherishing, nurturing, supporting and challenging each one, whatever their talents and needs.

As we journey together with Christ, we aim to develop in all children intellectual curiosity, creative endeavour, compassion for others and the courage to act on their beliefs.

‘Journeying Together in Faith’

Introduction

Welcome to our SEN Information Report! At St. Mary and St. Peter Primary School we are committed to working together with all members of our school community. This is a working document, and we value contributions and input from pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

Parents sometimes feel isolated or confused when their child is identified as having Special Educational Needs. Parents and children willing to share their story on the website or at coffee mornings throughout the school year can serve as a powerful reassurance to new parents that they are not alone. Also, parents of SEN children often have much useful advice and experience to share, which can be very helpful to others.

If you have worries about your child, or you think you might like to share your story or ideas for improvement, please contact:

Mrs. J. Bright: Special Educational Needs Coordinator (SENCO)

You can phone to speak to her or arrange an appointment on her days in school which are Monday and Tuesday. It is also possible to leave a message with the office, who will forward it on to her.



Who is our
school
SENCO?

That would be me,
Mrs. Bright!

For the Norfolk Local Offer, please click the <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

What are Special Educational Needs?

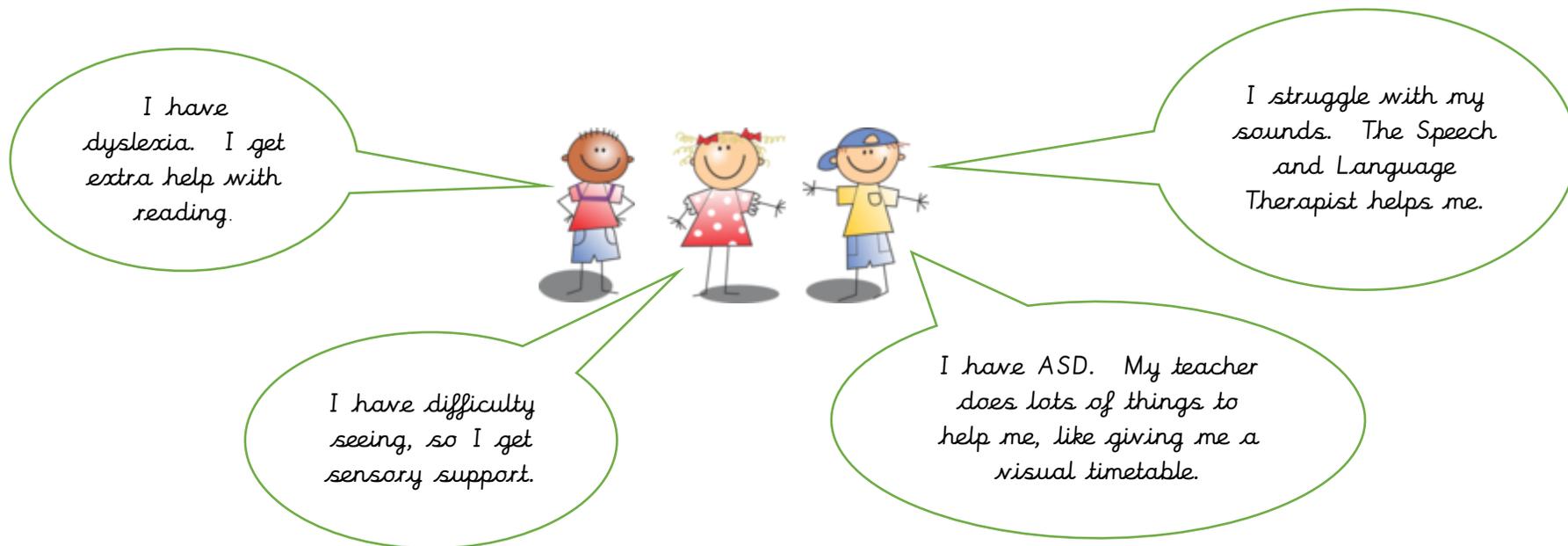
A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

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

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream school.

The 2014 SEN Code of Practice identifies four broad areas of need in terms of Special Educational Needs, which give an overview of the range of needs that the school should plan for. These four areas, and examples of the specific types of need associated with them, are listed below.

Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. Children and young people for example with ASD, including Asperger's Syndrome and Autism, 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.
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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, Emotional and Mental Health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Some children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Physical and Sensory	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. These needs may include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Children and young people with an MSI have a combination of vision and hearing difficulties.



People who support children with special educational needs in our school:

People	Summary of responsibilities
Class teacher	<p>He/She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet children's needs (also known as differentiation). • Checking on the progress of your child and identifying, planning for, and delivering any additional help your child may need (this could be targeted work, additional support, adapting resources etc.) and talking about this with the SENCO as necessary. • Writing Personal Learning Plans (PLPs), previously called Individual Education Plans (IEP), and sharing these with parents at least twice a year. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and of any specific adjustments which need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/ programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and/or specially planned work and resources. • Ensuring that the school's SEN practice is followed in their classroom and for all the pupils they teach with any SEN. <p><i>You can contact the class teacher via the school office for an appointment.</i></p>

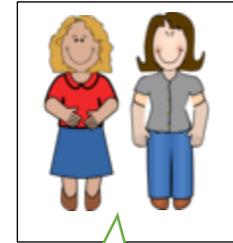
<p>Special Educational Needs Co-ordinator (SENCO): Mrs. J. Bright</p>	<p>She is responsible for and will use her best endeavour to:-</p> <ul style="list-style-type: none"> • Coordinate all the support for children with special educational needs (SEN) and developing the school's SEN practice to make sure all children get a consistent, high quality response to meeting their needs in school: • Ensure you are involved in supporting your child's learning. • Ensure you are kept informed about the support your child is getting. • Ensure you are involved in reviewing how they are doing. • Ensure you are part of planning ahead for them. • Liaise with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist. • Update the school's SEN register, (a system for ensuring all the SEN needs of pupils in this school are known and understood) and checking / maintaining your child's records of progress and needs. • Provide specialist support for teachers and support staff. • Support your child's class teacher to write Personal Learning Plans (PLPs) which identify targets. • Organise training for staff. • Liaise with cluster SENCOS to ensure consistency of approach and practice. • Track progress of SEN pupils. • Liaise and ensure smooth transition between different educational phases. • Co-ordinate SEN interventions. <p><i>Mrs. J. Bright (SENCO) can be contacted by the school office for an appointment.</i></p>
<p>Pastoral Support Mentors and Parent Support Advisor : Ms. L. Mc Gregor, Ms. L. Kent and TBA (PSA).</p>	<p>They are responsible for and will use his or her best endeavour to:-</p> <ul style="list-style-type: none"> • Support children who may have social and/or emotional barriers to learning, or whose attendance at school is causing a concern; working closely with the children and their families. • Try to empower children and their families to cope with any challenges they face • Liaise with school staff and outside agencies and professionals • Coordinate projects offering support to children and families • Monitor and track progress of children working with the Pastoral Worker and other professionals commissioned to support these children. <p><i>They can be contacted by the school office for an appointment.</i></p>

<p>Head-teacher: Mrs. V. Long</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN. • Entrusting the daily responsibility for SEN to the SENCO and class teachers and overseeing effectiveness of this. • Ensuring the Governing Body is kept up to date about any issues in the school relating to SEN. <p><i>Mrs V Long can be contacted by the school office for an appointment.</i></p>
<p>Head teacher and SENCO</p>	<p>They are responsible for and will use his or her best endeavour to:-</p> <ul style="list-style-type: none"> • Oversee the effectiveness of provision for children with SEN. • Develop the school's SEN practice to make sure all children get a consistent, high quality response to meeting his or her needs in school. • Monitor, track and analyse the progress and attainment of all children • Support the Pastoral Worker and Parent Support Advisor.
<p>SEN Governor</p>	<p>He or she is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEN Policy and/or SEN Information Report. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making visits to understand and monitor the support given to children with SEN in the school and being part of the process to ensure all SEN children achieve his or her potential in school. <p><i>He or she can be contacted by the school office for an appointment</i></p>

We are your class teachers and we help by designing and planning lessons, resources and extra help for you.



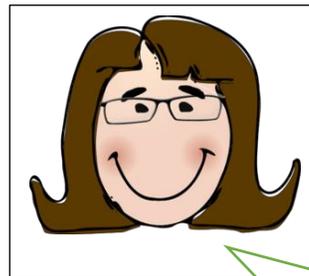
Who are some of the people who are here to help us? How do they help us?



We are your Pastoral Support Workers. We work with you if you are unhappy or having difficulty getting to school. We work with people in and outside school to support you and your family.



I am your SENCO. I work with your teachers, TAs and people like your parents or Speech Therapists or other professionals to ensure you get all the help you need.

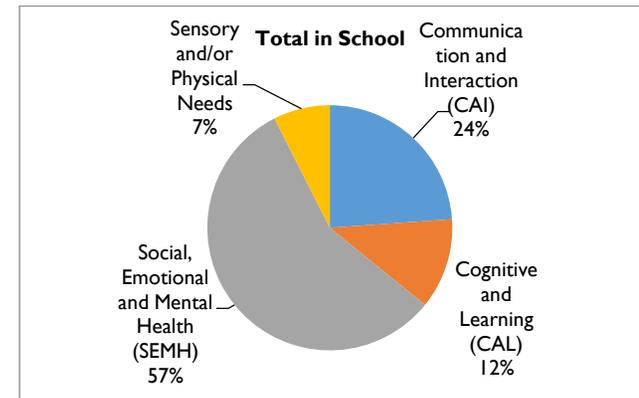


I am Mrs. Long, your head teacher. I work with all members of staff to ensure you get all the support you need with your learning and any difficulties you may have.

How do we identify children with Special Educational Needs?

At different times in their school career, a child or young person may have a special educational need. If your child is identified as having SEN, we will provide provision that is 'additional to' or 'different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may have worries that distract them from learning. So, not all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

At St. Mary and St. Peter we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we have a responsibility to support via a range of interventions. At the time of writing this document, our SEN profile shows that we have 30% of children identified as having SEN, and a breakdown of the total number (67) is shown on the pie chart here.

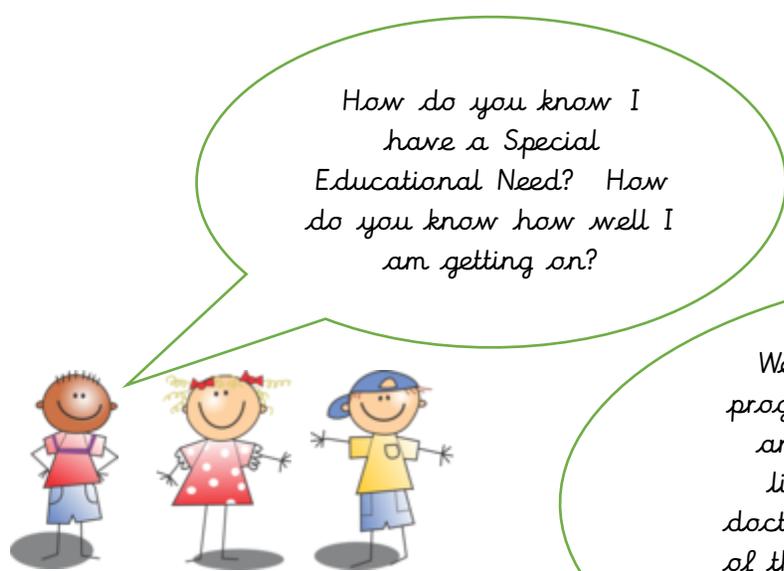


Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

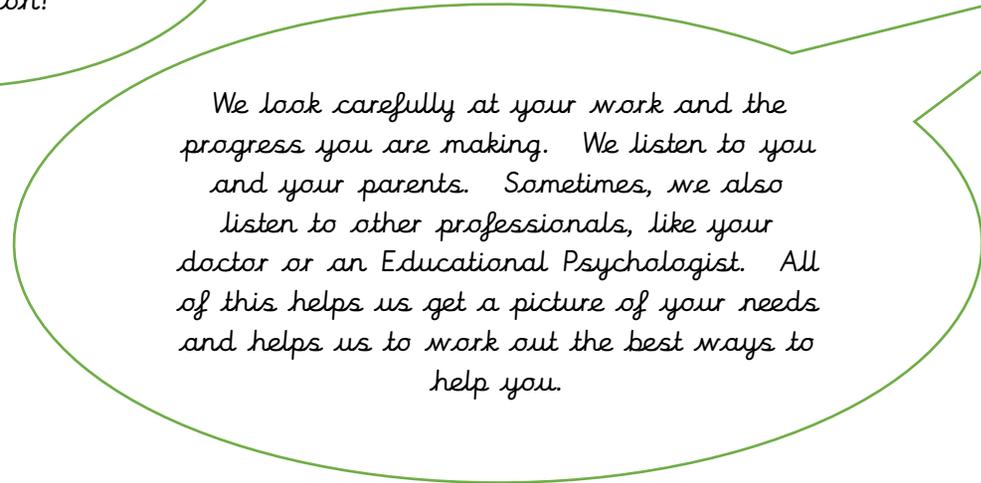
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

“It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. “

SEN Code of Practice 2014



How do you know I have a Special Educational Need? How do you know how well I am getting on?



We look carefully at your work and the progress you are making. We listen to you and your parents. Sometimes, we also listen to other professionals, like your doctor or an Educational Psychologist. All of this helps us get a picture of your needs and helps us to work out the best ways to help you.



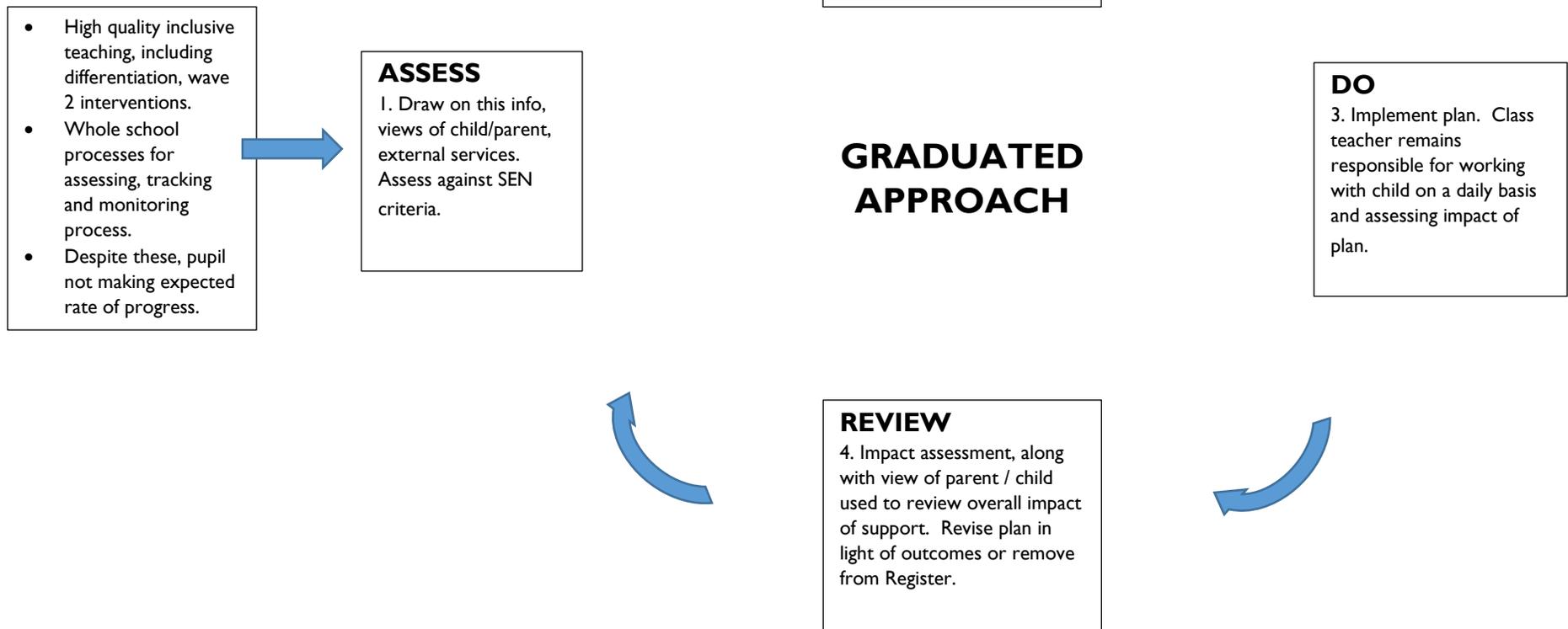
How do we assess children in school?

Teachers monitor children's progress on an ongoing basis and their progress is formally assessed and discussed at half-termly Pupil Provision Meetings with the Head teacher, the SENCO and the class teacher. If a teacher has particular concerns about a child at any time, he or she may discuss this with the SENCO and the concern is recorded on an "Initial Concerns Form", which details among other things the nature of the concern, whether this falls under one of the four broad areas of need, what the parents' and/or child's input is, what is being done, what the expected outcome is and when this is to be reviewed.

The first "port of call" is always High Quality Teaching, with appropriate differentiation. If the measures put in place are effective, the matter is closed. If not, a second cycle of "Assess, Plan, Do, Review" is set in motion, the child is put on the SEN register and a PLP (Personal Learning Plan) is drawn up, in consultation with parents and the child. Sometimes advice is sought from outside professionals, such as a Specialist Learning Support Teacher (SLST) or Educational Psychologist (EP) and their recommendations are incorporated into the "Assess, Plan, Do, Review" cycle. The cycle continues from there and is regularly reviewed as discussed above. This is in line with "Graduated Approach", as described and laid out in the 2014 SEN Code of Practice (page 100, point 6.44). Below is a diagram illustrating the "Graduated Approach":

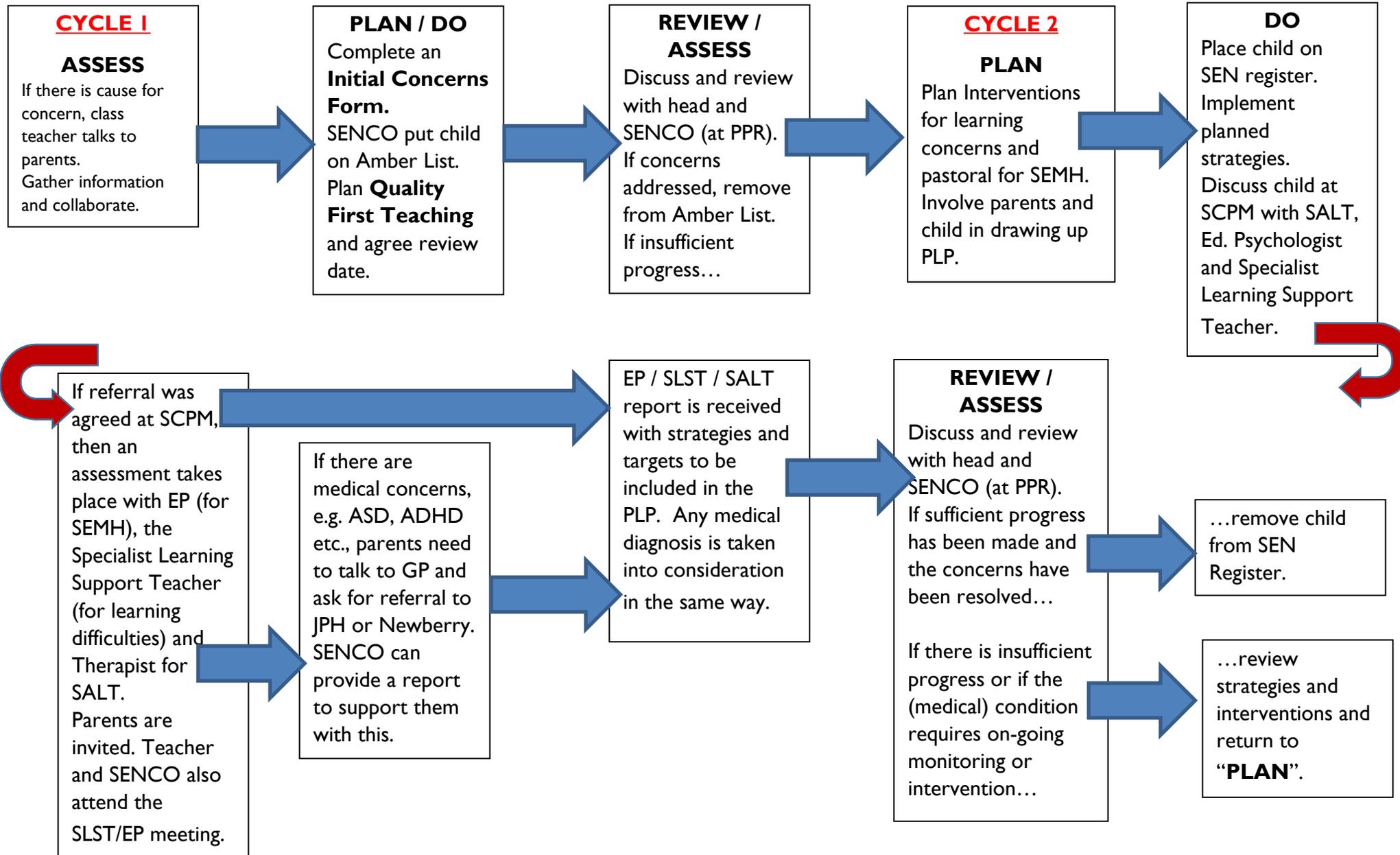
CYCLE I

CYCLE 2



Our school's own Graduated Approach is illustrated in greater detail in the flow chart below:

The SEN support process – Graduated Approach



Details of the actual types of assessment undertaken at St. Mary and St. Peter Primary School are detailed below:

<ul style="list-style-type: none"> • Early Years Foundation Stage – ongoing throughout the year • Key Stage 1 SAT's – Summer term • QCA Tests – Summer term • QCA tests – Summer term • QCA tests – Summer term • Key Stage 2 SAT's - Summer term • Salford reading tests and comprehension test – Autumn term and Summer term <p>We carry out baseline assessments for all children at the start of nursery and Reception against the “Development Matters” criteria. If a child joins mid-term, we will do a baseline assessment when they join us to determine their starting points. Our on entry assessments inform us what developmental stage the child is working within using the EYFS Development Matters Framework and we record these on Pupil Asset. Our assessments are then ongoing throughout the year and progress is tracked on Pupil Asset at the end of each half term. On leaving EYFS at the end of reception, children are then assessed against the Early Learning Goals.</p> <p>When tests are carried out, special arrangements support children with Special Educational Needs. Ongoing teacher assessment is also a vital part in assessing the needs of pupils with SEN. If your child is at the beginning stages but not yet at expected national standards, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called ‘P levels’.</p> <p>At the end of Year 1, a formal phonics assessment ‘Phonics Screening’ is carried out. If children do not meet the required standard at the end of Year 1, they will have an opportunity to resit the test at the end of Year 2.</p> <p>At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. We can provide readers or scribes for SATs if a need has been identified.</p>	<p>Nursery and Reception</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p> <p>Year 1 – Year 6</p>
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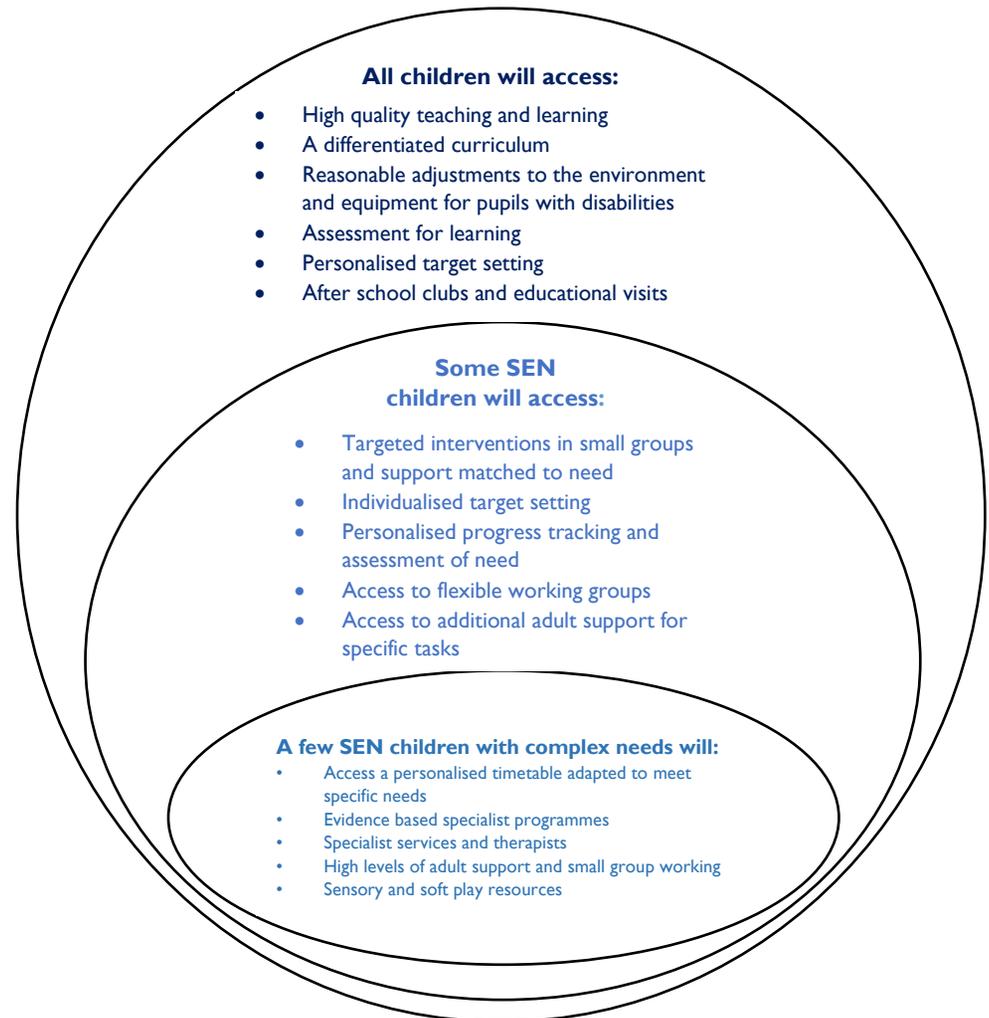
How do we support our learners with SEN?

The first port of call is “High Quality Teaching”. Every teacher is to have the highest possible expectations for your child and all pupils in their class. Teachers are expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. The SENCO and senior leadership team support teachers to achieve this by providing advice and training. All teaching is based on building on what your child already knows, can do and can understand. Differentiating tasks, using different ways of teaching, ensures that your child is fully involved in learning in class. This may involve using more practical learning or providing different resources adapted for your child or specific strategies to support your child’s learning.

Our teachers will use various strategies to help children with SEN join in. These might include using:

- Visual timetables
- Writing frames
- iPads, laptops or other alternative recording devices
- Positive behaviour rewards system
- Use of overlays
- Specific interventions, group work or individual support

In the case of specific small group work or individual support, your child’s teacher or the SENCO will have monitored your child’s progress and will have planned specific group work to help close the gap between your child’s achievement and that of his or her peers. A TA or teacher will run these small group sessions using the teacher’s targets or a recommended programme. Each child’s progress is evaluated regularly, before and after the period of intervention. Sometimes your child may need specialist support from a professional from an outside agency. This may be delivered in or out of school.



Personal Learning Plans (or **PLPs**) are created to identify and support a child's educational needs. It informs the adults working with the child and it also sets targets for the child to work towards. They may include recommendations from the child's class teacher, suggestions from outside agencies and will include the child's and parents' views. These are reviewed termly, in consultation with the parent and child.

Education Health Care Plans (EHCPs)

For children with complex needs, the school, or you, can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer on the Norfolk County Council website:

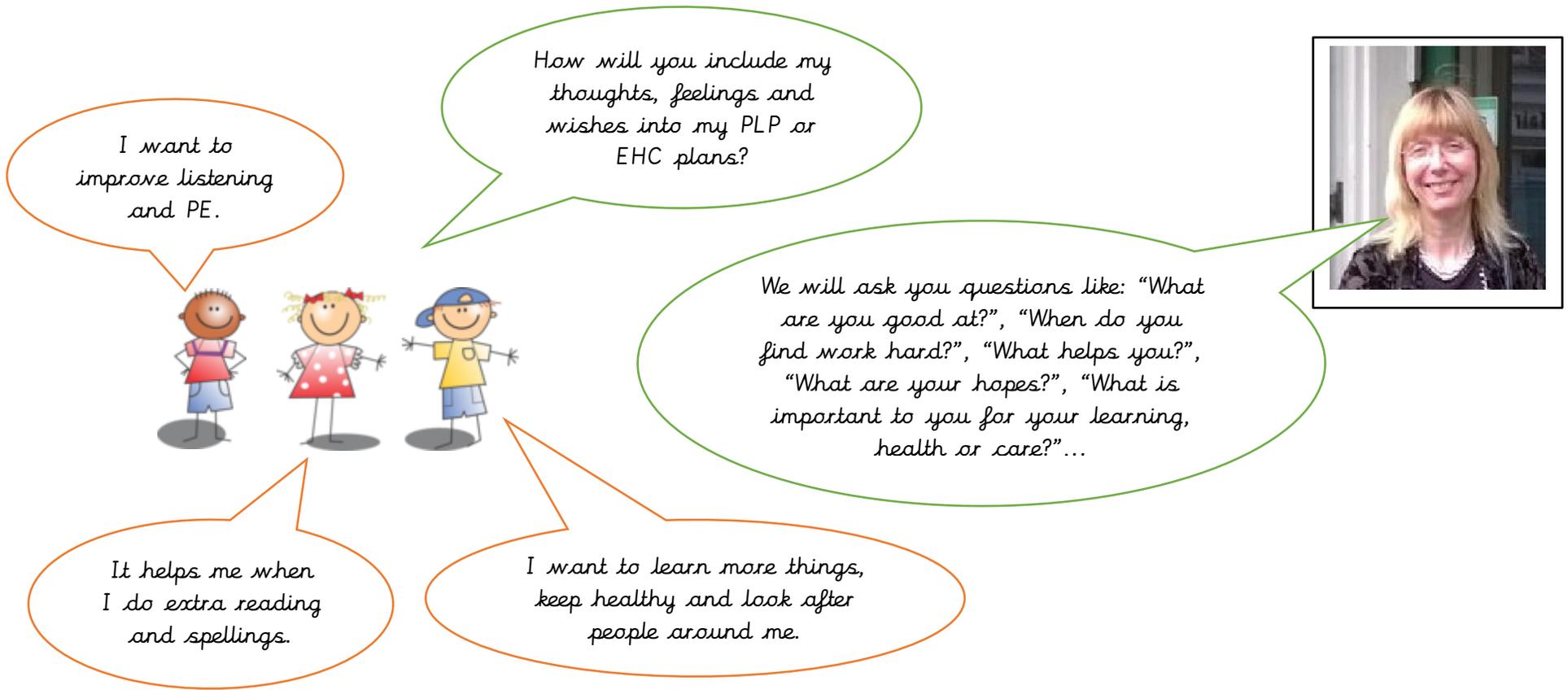
<https://www.norfolk.gov.uk/children-and-families/send-local-offer/introduction-to-send/sen-support/ehc-plans>

After the school or the parents have sent in the request to the Local Authority, it will be decided whether your child's needs require statutory assessment. If this is the case, they will ask you, and all professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue to support your child seeking additional advice and support as appropriate. After the reports have all been sent in, the Local Authority will decide if your child's needs are complex and require additional support in school to make good progress. If this is the case, they will write an EHC Plan. The EHC Plan will outline the support your child will receive from the LA and how the support should be used and what strategies should be put in place. It will also have long and short term goals for your child. This will be written in consultation with you, your child, your child's teacher and TA, the SENCO, possibly their next year's teacher, any health care professionals and an EHCP consultant, who is there to support you in formulating the ECHP plan. The plan is reviewed annually in this way.

How do we evaluate the effectiveness of SEN provision?

The SENCO tracks the progress made by the children on the SEN register, using the assessment tools described above. Regular meetings and discussions with class teachers, TAs and TAs also contribute to evaluating the impact of external agency input and interventions. Personal learning plans are reviewed regularly and the SENCO also:-

- Carries out a whole-school audit of standards in SEN:
- monitors provision through observing teaching over time
- scrutinises plans and children's work or profiles



In what other ways does the school engage with parents and children with SEN?

In the first half term of each academic year, the SENCO will organise a "Meet the SENCO Coffee Morning", where parents are invited to come in, meet the SENCO on an informal basis, meet other parents who may be on similar journeys and ask any questions they may have about SEN in general or in the context of our school. The SENCO will provide parents with an information sheet and also Parent Questionnaires to help provide us with feedback on our SEN support systems at St. Mary and St. Peter's.



Apart from the bi-annual Parent-Child-Teacher consultation evenings, we have introduced end-of-year Parent-Teacher-SENCO consultations, where we celebrate what has gone well over the academic year, what the parent and child's aspirations are for the coming year and any information or special steps that we need to take into account or plan for in

preparation for the next year. This information is passed on to the child's next class teacher and is used to inform transition arrangements.

For the year 2016-2017 we are organising additional coffee morning or afternoon tea sessions focussing on particular Special Educational Needs e.g. ASD, ADHD etc., where we will invite parents of children who have these needs to come in and meet with the SENCO, other parents and possibly an outside expert to share information, advice, support and encouragement.

At St. Mary and St. Peter Primary School staff maintain an on-going dialogue with parents and children in respect of their learning. We discuss any concerns that we or you may have, plans for any additional support, referrals to outside professionals and ways that we can work together to support your child at home and at school. Your child may have a home-school book and additional meetings may be arranged as required. In addition to this, the SENCO has organised a group chat with the SEN children in each year group and herself, to explore and gain feedback on the feelings, needs, concerns and successes of these children. She plans to do this bi-annually from next year.

Some of our children's responses questions such as the following can be read below:



- *What do you enjoy most at school?*
- *What do you find difficult?*
- *Who helps you most?*
- *What do they do that helps you?*
- *What would make things better?*
- *What do you do when you need help or are worried about something?*
- *What have you made the most progress in this year?*
- *What helped you make progress?*
- *What would make it better? ...*

Reception:

I like playdough
I find riding bikes hard.
My teacher helps me.

Year 1:

I like dinner.
I find 'tricky words' hard
Reading big books helps me.
I would like more help with maths.

Year 2: I like Art - I'm creative!
I haven't needed any extra help.
I would like alphabet and
numbers on the wall where I
can see them.



Year 5: I like not having
ability groups. An adult
helps me when I get
distracted. No "hands up"
and mixed ability groups
have helped me most to make
progress.

Year 3: Joined-up
writing is hard. Mrs.
M. helps me most -
and ME! Equipment
helps with my
learning.

Year 4: The TA helps me
understand. This makes
me more confident. I
look back at my work
and learn from that. I
have made lots of
progress.

Year 6: The TA prompts me
when I am stuck. She helps me
choose a maths method. I
would like homework in all
subjects. I like the way the
teacher explains things.

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

Part of the SENCO's job is to support class teachers in planning for children with SEN. Individual teachers and support staff often attend training courses run by outside agencies that are relevant to the needs of specific children in their class. The SENCO continues to attend courses when possible and will address issues of concern in school. Information and advice is disseminated to staff.

Funding for SEN

The school budget, received from Norfolk County Council and the NDHS Cluster fund includes money for supporting children with SEND. From the overall school budget, the Head Teacher decides on the budget for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of the needs of the children in the school. The Head Teacher, the class teacher and the SENCO, discuss all the information they have about SEN in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected
- and decide what resources/training and support is needed.
- Resources/training and support are reviewed regularly and changes made as needed.

Who else provides support to SEN children in our school?

A. Directly funded by the school or the cluster	<ul style="list-style-type: none">• Pastoral Worker• Parent Support Adviser• Short Stay School for Norfolk• Additional Educational Psychology input to provide a higher level of service to the school• Specialist Advisory Teacher• Family Support Process
B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none">• Autism Outreach Service• Sensory Support for children with visual or hearing needs• Speech and Language Therapy• Occupational Therapy• Physiotherapy

	<ul style="list-style-type: none"> • Professional training for school staff to deliver medical interventions • Parent Partnership Service (now “Norfolk SEND Partnership) to support families through the SEN processes.
C. Provided by the Health Service (NHS Trust)	<ul style="list-style-type: none"> • School Nurse • Speech and Language Therapist • GP • CAMHS • Newberry Clinic • Silverwood
D. Voluntary agencies / charities	<ul style="list-style-type: none"> • This will vary depending on the child’s individual needs.
E External Agencies to whom we refer appropriate children.	<ul style="list-style-type: none"> • CAMHS • Point I • Newberry Clinic (through GP) • Children’s services • Family Focus

What are the Admission Arrangements for SEN children?

The school’s admission policy covers the admission of children. However, the school has no criteria related to special admissions. It embraces the Code of Practise philosophy of inclusion of pupils with Special Educational Needs. If you would like to discuss how we can support your child if they are identified with special needs before starting school, we would invite you to visit our school with your child to have a look around and speak to staff. If other professionals are already involved, a meeting may be held to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts. If possible, we would ask for supporting documents to be sent to us from professionals / other provisions, to support the transition. We may visit your child if he or she is attending another provision. We may suggest writing a plan of action to help your child to settle more easily.

How will we support your child when they join our school part-way through the year?

If your child is planning on moving to our school:

- We invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved with the child, a meeting of all the professionals may be held to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts

- We may put 'settling in' strategies in place
- If your child has moved to our school without a transition:
- We will contact the previous school to arrange for transfer of information as soon as is possible
- Your child will be monitored and any necessary additional support will be discussed with the class teacher and other relevant professionals.



If you are thinking of coming to our school, bring your mum and dad to come and visit us and have a look around! We can talk to you and your parents about what you need and we can talk to your old school, too. We will do everything we can to help you settle in and feel welcome!



How will we support your child when they are leaving this school or moving on to another class?

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

- We can contact the new school's SENCO to pass on any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information and relevant documents (including PLP's) will be passed on to the new class teacher and a 'handover' meeting with the previous and new teacher will take place.
- If your child would be helped by a book, or other resource to support them understand moving on, then it may be made for them.

- There will be an opportunity for children to meet their new teacher and other adults who will be working with them, and to see their new classroom. Additional personalised in-school transition arrangements can be arranged, as needed.
- The feedback from the end-of-year Parent-Teacher-SENCO consultations will be passed on to the new class teacher.

In Year 5 (in the Summer term):

- Children with EHC plans, will have a 'transition review' of their progress and needs which will be an opportunity to discuss appropriate high school options.

In Year 6:

- The SENCO from the high school attends the EHCP review meetings.
- We arrange extra transition visits for your child to become familiar with their new surroundings.
- In some cases, staff from the new school will visit your child in this school.



What happens when I move up to a new class, or even a new school?



We will give you plenty of opportunities to get to know your new teacher and your new classroom surroundings. We will talk to your new teacher, and you and your parents can talk to them, too. We also talk to the staff in your new school, and help organise opportunities for you to visit your new school and talk to the teachers there, so that you can feel comfortable and confident when you move up.

Are there any Links and Resources that could be helpful to me?

There is a lot of information available on the internet, but here are some suggestions:

ADD/ADHD:

<http://www.addnorfolk.com/>

<http://www.norfolkcommunityhealthandcare.nhs.uk/The-care-we-offer/Service-search/adhd-nursing-service.htm>

<http://www.momentumnorfolk.org.uk/assets/adhd%20leaflet.pdf>

Autism/ASD

<http://www.autism.org.uk/about>

<http://www.autism-anglia.org.uk/>

<http://asdhelpphings.org.uk/>

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

Dyslexia and Visual Stress (Meares-Ihrlen)

<http://4dyslexics.com/>

<http://www.heron.nhs.uk/heron/organisationdetails.aspx?id=18992>

<http://www.irleneast.com/>

Dyscalculia

<http://www.dyscalculia.org/>

<http://www.dyscalculia.me.uk/>

Dyspraxia

<http://www.norfolkcommunityhealthandcare.nhs.uk/The-care-we-offer/Conditions-finder/Dyspraxia-childhood.htm>

<http://dyspraxiafoundation.org.uk/>

Speech and Language Support

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/health/health-services-in-norfolk/speech-and-language-therapy-service>

<http://www.carerscouncilfor Norfolk.org/speech-and-language-problems-with-your-child/>

Stress and Anxiety / General Support

<https://www.norfolk.gov.uk/care-support-and-health/health-and-wellbeing/childrens-health/mental-health-camhs>

<https://whatsthedealwith.co.uk/>

<http://point-1.org.uk/>

<http://www.nsfh.nhs.uk/Pages/Central-Norfolk-Child-Family-and-Young-Person-Service.aspx>

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/care-support-and-advice>



What should I do if I suspect my child is being bullied?

The school recognises that children with SEN are potentially vulnerable to being bullied. Should this occur, the school would adhere to the school's anti-bullying policy and procedures.

<http://smspprimary.co.uk/wp-content/uploads/2015/07/Anti-Bullying-Policy-April-2014.pdf>



What should I do if I think I am being bullied?



You can always talk to any of the adults in school if you feel you are being bullied or if you are worried about anything at all. Bullying is not tolerated in school and we have special systems in place to protect of all the members of our school.

Here are some other useful contacts for further information and advice about anti-bullying:

www.childline.org.uk/Bullying

www.kidscape.org.uk

www.anti-bullyingalliance.org.uk

www.kidpower.org

What do I do if I am not happy?

Please make an appointment to come and see the head teacher, your child's class teacher or the SENCO. The school's concerns and complaints policy is available on the school website at the link below. If you would like a paper copy, please feel free to request one from the office.

<http://smspprimary.co.uk/wp-content/uploads/2014/08/Complaints-Policy-2015.pdf>