



St James Hatcham CE Primary School SEND Information Report 2020-2021

St James Hatcham CE Primary School is committed to meeting the needs of every pupil at the school. As a school, we are fully committed to providing our children with a broad curriculum in which they can excel academically, as well as in sports, art, music and faith all within a safe and nurturing environment.

Children with Special Educational Needs and Disabilities (SEND) are highly valued in our school and are supported by a team of motivated and experienced Class Teachers, Teaching Assistants, Learning Support Assistants, Inclusion Manager / SENDCo, SEND Higher Level Teaching Assistant (HLTA) and Learning Mentor. We work in partnership with our community, families and outside agencies to ensure that each child's needs are identified, addressed and monitored so that they can make good progress both academically, socially and emotionally.

**Who can I
talk to
about
SEND at St
James
Hatcham
CE Primary
School?**

The Class Teacher who will:

- Work in partnership with you to monitor the progress of your child and assess, plan, deliver and review any additional help your child may need
- Liaise closely with the Inclusion Manager with regards to your child's progress and support
- Deliver personalised learning opportunities for your child
- Ensure that the school's SEND Policy is followed
- Communicate effectively with any Learning Support Assistants (LSAs) working in their classroom. 1:1 and small group time and intervention with an LSA may be allocated to pupils with additional needs

The SENDCo – Mrs Fabian - and Inclusion Team who will:

- Develop and review the school's SEND policy to ensure all children get a consistent, high quality response to meeting their needs in school
- Check and report regularly on the progress of SEND children
- Co-ordinate all the support, including interventions, for children with special educational needs or disabilities





- Ensure that you as the parent are;
 - informed about your child's emerging or ongoing special educational need
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in regularly reviewing how they are doing
- Provide specialist support for teachers and support staff within the school, so that they can support children with SEND to make good or better progress and achieve the best possible outcomes
- Ensure class teachers have up to date records on each child with SEND
- Organise and co-ordinate annual reviews for children with EHCPs
- Refer children for assessments so that additional support can be accessed
- Liaise with outside agencies working in the school to support your child's learning
- Update the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and make sure that records of your child's progress and needs are kept up to date
- Monitor the impact of policies and the effectiveness of provision in the school



The Head Teacher - Ms McFarlane - who will:

- Lead in the day to day management of all aspects of the school; this includes the support for children with SEND
- Give responsibility to the Inclusion Manager and class teachers, but still be responsible for ensuring that your child's needs are met
- Ensure that the Governing Body is kept up to date about any issues relating to SEND



The SEN Governor - Sharon Gayle - who will:

- Meet regularly with the school's Inclusion Manager
- Make sure that the necessary support is given to any child with SEND who attends the school
- Monitor the effectiveness of SEND provision in the school
- Keep the Governing Body informed about any SEND related issues or changes



Please contact St James Hatcham CE Primary School on 0208 692 4937 or cfabian.209@lgflmail.org if you would like to speak with the Inclusion Manager about SEND.

What are the different types of special educational needs and disabilities (SEND) that are provided for at St James Hatcham CE Primary School?

St James Hatcham CE Primary School is an inner city, multi-cultural, voluntary aided, Church of England mainstream school, with a neuro-diverse community of staff, parents and children. We recognise the learning challenges that some of our children may face at different times in their lives and celebrate the exceptional abilities they have alongside these challenges. We operate a policy of inclusion and aspiration for children with needs that fall into the following four broad areas of need:

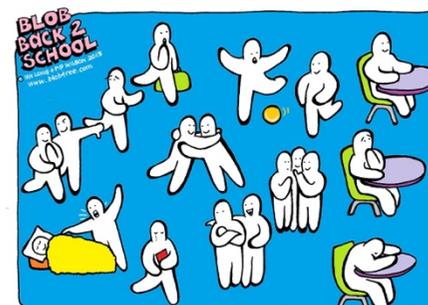
	Communication and Interaction (Autistic Spectrum Disorder, Asperger's Syndrome, Selective Mutism and expressive and receptive Speech and Language difficulties)
	Cognition and Learning (Moderate Learning Difficulties, Specific Learning Difficulties: Dyslexia, Dyspraxia, Dyscalculia)
	Social, Emotional and Mental Health and wellbeing
	Sensory, Medical and Physical (Hearing or Visual Impairment, Sensory Processing Difficulties, Epilepsy)



	<p>A highly skilled team of teachers, teaching assistants and learning support assistants working in close partnership with professional outside agencies support our children with SEND. These additional local agencies help us to provide expert, personalised support to our community of families and children with SEND:</p> <ul style="list-style-type: none">• Specialist Teachers Educational Psychology Service• Children and Adult Mental Health (CAMHS)• New Woodlands Outreach Inclusion Service• Kaleidoscope – Community Paediatricians• Specific Learning Difficulties Team• School Nurse• Speech and Language Services Team• Occupational Therapist• Anna Freud family counselling and therapy• Drumbeat Autism Outreach Team
<p>What are St James Hatcham CE Primary School's policies when identifying and assessing children with SEND?</p>	<p>St James Hatcham CE Primary School has a comprehensive SEND Policy, which outlines the criteria for identifying a child with SEND or potential SEND. There are a number of ways that staff identify and assess these pupils. Through astute observation, robust analysis of progress and attainment data and through pupil progress meetings, children who are underachieving and not meeting their full potential are identified. Discussions are held between all invested parties: Class Teacher, Head Teacher, Subject Leaders and SENDCo in order to identify ways forward. Actions are agreed and extra provision is put in place. This forms part of a cycle of intervention and review which takes place termly, or more often if necessary.</p> <p>Teachers or support staff who have concerns about a child will initially discuss this with the Inclusion Manager. Concerns will be raised with parents and ways forward will be discussed. The Inclusion Manager or SEND HLTA will carry out an observation of the child, listen carefully to the child talk about their views of learning and put in place provision to match the needs of the child. It is at this point that the Inclusion Manager may also request outside agency support with the consent of parents. The outside agencies will then advice and support the school with interventions</p> 



	<p>and strategies.</p> <p>If, despite this support, the child is still not making progress over time and has significant, persistent difficulties in one of the areas outlined above, the school and outside agencies may feel an Education Health and Care Plan (EHCP) is necessary, and then in partnership with parents, the school will apply for this.</p> <p>If a child attends our school having previously been identified as having SEND, we will endeavour to find out as much as we can about the support required from the previous setting.</p>
<p>How does St James Hatcham CE Primary School consult parents of children with SEND?</p>	<p>At St James Hatcham CE Primary School we acknowledge the power and importance of working in partnership to listen to the questions and concerns of both parents and pupils. We know that parents are knowledgeable and ideally placed to inform teachers about the needs of their child and this information is valued and valuable.</p> <p>We ensure that:</p> <ul style="list-style-type: none">• Regular parent meetings take place with the Inclusion Manger and/or Inclusion HLTA and class teacher to review progress and well being• Share Individual Education Plans (IEPs) containing your child’s targets, reviewed termly• Regular meetings with outside agencies take place to review targets set and the progress of your child• Parent evenings occur twice a year• Parent workshops – distanced during the COVID-19 pandemic - and talks happen at various points across the year targeting various areas of need and the curriculum• The Inclusion Manger is available to meet with parents to discuss their child – contactable by email and on the school telephone number <p>If you have any concerns about your child’s progress at any point, please make your first point of contact your child’s Class Teacher. They can arrange to meet with you or discuss your concerns with you over the phone: 0208 692 4937.</p>
	<p>Our children are encouraged to be active agents, involved in their own learning, from EYFS up to year 6. Children are encouraged to reflect on their learning strengths and difficulties and do so both independently, with peers and where</p>



How do St James Hatcham CE Primary School consult children with SEND?

needed with the support of an adult to ensure they are communicating effectively in the way they feel is best. Children are encouraged to use co-construction to discuss their learning in pairs and groups and are given targets to help move their learning on based on their individual progress. Our priority is to help children become independent learners. We have adapted our curriculum to ensure we build in opportunities for children to use their voices and give them the tools to do so. The Inclusion team work in close partnership with all subject leaders and have prioritised **oracy** throughout the school day for all learners at every age and stage.

We use a wide range of support to help any children with communication needs, and they will be encouraged to communicate in ways that empower them. We use strategies like Draw and Talk, Emotion Thermometers and teach PECS (Picture Exchange Communication System) to targeted children and families to aid in the children's developing communication and independence. The wider school community will also be introduced to key Makaton / BSL signs in order that our pupils can establish shared systems of communication and better express their wants and needs, participating fully in all aspects of school life.

Outside agencies will work with children with the consent of parents in a highly skilled, child centred way. They will share reports and recommendations and pupil's views will always be obtained during working sessions.

Where appropriate, children will be involved in the target setting and will be invited to comment on their progress regularly. Children in Key Stage 2 working with our Learning Mentor and outside agencies may also complete a reflective *Strengths and Difficulties* or *The Way I Feel* questionnaire.

What is the approach to teaching children

All children receive Class Teacher input through Quality First Teaching. This is demonstrated by:

- The teacher establishing outstanding relationships with their class, knowing and appreciating individuals at every age and stage of their learning journey
- Lessons being appropriately differentiated to meet the needs of each child prior to the lesson
- The teacher using assessment for learning strategies to adapt their teaching and learning according to what they have seen the child achieve or struggle with during the course of the lesson



**with SEND
at St James
Hatcham
CE Primary
School?**

- All adults invested in the pupil's learning have and communicate their high expectations of all the children in their class, assuming competency in the adapted task at hand before offering support
- The teaching will be based on the child's prior knowledge, building systematically on what they can do and understand
- Using different approaches to teaching and learning so that your child is fully engaged in all of their lessons – using learning 'hooks' to motivate and enthuse the children in their learning, concrete materials and resources to support their understanding
- Grouping by mastery, mixed and independent learning is used to support all pupils
- Putting in place specific strategies (usually suggested by the Inclusion Manager or external agencies) to enable your child to access the learning task
- The teacher using 'Now and Next' or 'Working Towards' boards for targeted pupils to help them organise their learning and develop independence
- The children using strategies taught and rehearsed in intervention groups in their classroom learning e.g. using the skills learned in a Read, Write, Ink phonics intervention during my writing in Science or R.E
- Teaching Assistants and Learning Support Assistants being used strategically to support the learning of all groups of pupils, ensuring that all adults work with a wide range of pupils throughout the week

Targeted Group Work:

Intervention groups may be run in the classroom or a group room prior to, during or after a lesson. This may be run by a teacher or a teaching assistant and will have a particular focus in order to accelerate the progress of the children in the group. Staff delivering sessions may have received training from specialist outside agencies, such as the Speech and Language Therapy service or be using targeted intervention plans such as through the Dynamo Intervention for Maths.

Specialist Groups or 1:1 support – SEN Code of Practice 2014 School Support (SS):

These will be run by outside agencies. This means a pupil has been identified by the Inclusion Manager or class teacher as needing some extra specialist support in school from a professional outside the school. Currently this may be from:

- New Woodlands Outreach Inclusion team
- Anna Freud Family Counselling



How is the school and learning environment and curriculum adapted for children with SEND?

At St James Hatcham CE Primary School we endeavour to make our school premises and all of our classrooms SEND friendly by putting these children's' needs first. The school itself is on ground level and ramps ensure wheelchair accessibility to parents and children - we also have toilet facilities for wheelchair users and grab bars in children's toilets where appropriate.

We understand that learning environments carefully adapted to meet the needs of SEND learners will also constitute an effective learning environment for all pupils. Every classroom will:

- Support an ethos of inclusive learning and supports a wide range of needs in practical ways
- Consider the individual learners and adapts it according to any diagnosed needs e.g. displays are not laminated in classrooms where there is Visual Impairment to avoid glare, screens around a work station supports the focus and attention needs of a child with autism.
- Be free of clutter and obstacles, ensuring accessibility for pupils with limited mobility
- Display 'working walls' in core subjects (English, Maths and Science) provide supportive reminders for example of vocabulary to the benefit of all, but specifically for children with literacy difficulties, Number Lines support children with Maths difficulties in sequencing and counting
- Provide a wide range of other visuals and interactive displays support children's learning
- Display a Visual Timetable with agreed symbols and shared with the class throughout the day
- Ensure that children are positioned strategically in the classroom e.g. if they have a hearing or visual impairments they will be placed towards the front of the class, socially vulnerable pupils may be sat with appropriate peers or be given more personal space
- Manage noise levels from pupils and other sources e.g. projectors and computers whirring and buzzing
- Give pupils time to understand instructions and visual supports to aid them in their understanding
- Present alternative recording methods to pupils e.g. by use of scribes, computers, voice recording, video recording, photographs etc.





ST JAMES HATCHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

	<ul style="list-style-type: none">• Provide suitable technology available to aid pupils in their learning e.g. iPads and laptops as well as other equipment to support children to do their best: writing slopes, pencil grips, weighted jackets and lap cushions, sensory cushions and accessible scissors.
How will children with SEND be included in activities outside the school classroom including school trips?	<p>At St James Hatcham CE Primary School provision is made for pupils with SEND so that they can be included in all aspects of school life with joy and confidence. Activities wherever safely possible offered to those children without SEND are also offered to those with SEND.</p> <p>When external school trips resume, Risk Assessments are made and any adaptations required are recorded and put in place so that full engagement can be enjoyed by all children. This may involve ensuring that adult to child ratios are lowered or routes using public transport are carefully planned to ensure they are fully accessible. Parents and carers are invited to accompany their child on a school trip if this ensures access. Where appropriate, we try to prepare children in advance for any new environment or situation and in Key Stage 2 involve pupils in the Risk Assessment process.</p> <p>Attendance to any after school clubs are encouraged and a child's Special Educational Need should never prohibit them from participating in a full and meaningful way- provision can be put in place to support the child's access to these clubs should they need it.</p>
How do St James Hatcham CE Primary assess and review the progress of children with SEND?	<p>Teachers are trained and supported to continually assess the progress children have made in their class. This assessment informs both immediate and future planning and ensures children are reaching their full potential.</p> <ul style="list-style-type: none">• Teachers update the Senior Management Team and Assessment Co-ordinator every half term with the achievement of individual pupils in English – Reading, Writing and Grammar and Maths.• Termly pupil progress meetings are held with the Senior Leadership Team. Interventions are planned and Provision Maps for individuals and year groups are planned in light of assessment results, pupil book looks and through discussion with Class Teachers and where appropriate Learning Support Assistants. C• Extra time, scribes, enlarged prints and readers are used to assess children that need additional support during paper assessments



ST JAMES HATCHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

	<ul style="list-style-type: none">• PIVATs assessment documents are used to carefully track the small steps progress for children working at a pre-key stage level, approximately 3 years below that of their peers.• Progress is reviewed through regular reporting from outside agencies and the impact of this is discussed at Inclusion meetings between the SENDCo, Inclusion Team and Head Teacher• Children with SEND, including those with an EHCP, whose needs differ greatly from their peers are set separate targets which are recorded on an Individual Education Plan (IEP). IEP's are reviewed at least termly.
How are children with SEND supported during tests?	<p>All children with SEND will have their assessment needs met by determining which access arrangements best suit the needs of the child. This may include:</p> <ul style="list-style-type: none">• Different assessments• Using a different space• Additional time• Having a scribe• The use of a computer• Short breaks during the assessment• 1:1 adult support• Having a reader (not for Reading Assessments)• Sharing the process with children to ensure they understand the purpose of the tests and how they will be used by the Class Teachers to inform the learning and set appropriate targets
How does St James Hatcham CE Primary School evaluate the effectiveness	<p>Our class teachers continually monitor the progress of children with SEND and feed this back to the Inclusion Team and Senior Management Team regularly to ensure that the provision of any additional support is able to be judged to be effective or not. Additionally, the Inclusion Manager oversees the provision and interventions and monitors their success through observations and data analysis. Robust appraisal of staff also seeks to highlight and evaluate the effectiveness of the provision in place for children with SEND. Appraisal targets are carefully tailored to ensure that all staff are committed to effective provision for children with SEND.</p> <p>Small steps PIVATs documents and Question Level Analysis of assessments can be used to indicate the progress of pupils within key areas and can also be used to evaluate the effectiveness of provision for children with SEND. At the</p>

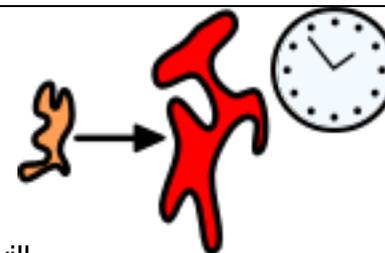


ST JAMES HATCHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

<p>Assessments of provision for children with SEND?</p>	<p>end of each key stage children in years 2 and 6 are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do is the results that are published nationally.</p> <p>The progress of children with a statement or EHCP is formally reviewed (in addition to the above) at an Annual Review with all the adults involved with the child's education invited, as well as parents and carers and where possible, the child. If the child does not attend the Annual Review, their views are sought and represented at the Annual Review.</p>
<p>What skills do staff at St James Hatcham CE Primary School have to meet the needs of children with SEND?</p>	<p>At St James Hatcham, staff are enabled to execute high quality provision for children with SEND. Robust Newly Qualified and Recently Qualified Teacher support is given to ensure that the needs of children with SEND are at the heart of the classroom and experienced staff members work in close partnership to ensure this is consistent throughout the school. The Inclusion Team supports class teachers in planning for children with SEND and use their combined wisdom and experience, knowledge of the child and the family and understanding of Special Educational Needs to ensure all staff involved in the children's learning are actively contributing to their success at school and beyond the taught day.</p> <p>The school has a School Development Plan which outlines training needs for all staff to improve the teaching and learning of all children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school. This academic year the staff are developing their understanding of oracy and the Inclusion Team work closely with staff members to understand the challenges this presents through the lens of a child with a diagnosed SEND.</p> <p>Socially distanced training has enabled staff to participate in training on identifying and supporting pupils with Dyscalculia and the Specialist Teachers Educational Psychologist service provide 1:1 consultation with teaching staff. Outside agencies also provide specific training to staff on ASD, Speech and Language and supporting children with Social, Emotional and Mental Health needs.</p> <p>Staff at St James Hatcham are proud to work in collaboration with one another and actively seek out and offer support and expertise to others throughout the school in order to develop effective skills and strategies for working with children with SEND.</p>



Transitions can be difficult for all children but can be even more difficult with children with SEND. At St James Hatcham CE Primary School we take steps to ensure that any transition phase is as smooth, anxiety free and predictable as possible.



What are St James Hatcham CE Primary School's arrangements for supporting children with SEND when transferring between phases and/or to the next stage of education and/or to/from other schools or nurseries?

Continuing the Early Years journey into the Primary School setting:

- Home visits take place for all children starting in our Reception class. These visits will commence within the first 2 weeks of the child starting with us but usually prior to your child joining the school.
- A graduated transition for children with SEND can be timetabled if this is agreed by parents/carers and the school to be in the child's best interests.
- We would recommend that a child with SEND needs comes to visit our school with a familiar adult from their Nursery or a parent/carer to familiarise themselves with their new setting. Where this is not possible, photo stories of the classroom and Class Teachers can be provided or facilitated through secure socially distanced means e.g. via Zoom.
- The Inclusion Team will contact a pupil's current or previous Nursery SENDCo or Inclusion Manager to share information and to discuss any support needs so that transition is effective. Reports will be requested from the any outside agencies involved and will ask for targets and support plans to be shared so that staff at St James Hatcham CE Primary School can continue working on outstanding targets.

When moving between classes in school:

- Information will be passed on to the new class teacher in advance and transition meetings will take place with the new teacher during the Summer Term and before the start of the academic year.
- Handover Day enables teachers to spend time with their new class, getting to know their individual strengths and needs first hand.
- All provision and data from any additional interventions will be shared with the new teacher and this will be accessible through the school's MIS (Management Information System) – ScholarPack.
- In many cases children with 1:1 support will continue to work with familiar adults and Learning Support Assistants as their 1:1 as they move through the school.
- Social stories can be provided to introduce children to their new setting. This may be particularly effective for pupils transitioning from the Infants to the Juniors where there may be many more changes to manage e.g. new toilets and playground.



- The whole school SEND list will be shared with new teachers as well as current IEPs for children with SEND. These are also available for all teachers to engage with via the school's MIS – ScholarPack.

Moving on from Year 6 to Secondary School:

- We work in very close collaboration with parents and carers in making decisions about the secondary school they choose for their children – a particularly important decision for families of children with SEND.
- A member of the Inclusion Team will visit other school Inclusion Managers with parents if required
- Socially distanced Zoom conferences will be arranged for children in Year 6 with an Education Health and Care Plan if a visit in person cannot be arranged.
- Where possible children with SEND will be able to visit their new school on several occasions and in some cases, where possible, staff from the new school will visit the children in their current setting, Year 6
- Secondary Transfer arrangements for children with EHCPs will begin in Year 5 in preparation to submitting applications in the first Autumn half term.
- The Inclusion Manager will attend a Secondary Transfer of Information day where information children's strengths and needs are shared.
- A transition review meeting may be held with parents and the Inclusion Manager/SENCO from the new school
- Children with SEND may be offered specific support from external agencies and interventions focusing on independence, personal safety and transition will begin as early as possible on entry to Year 6.
- If a child would benefit from a transition book with photographs and information about their new school, one will be made for them.
- Learning Passports will be completed with the children to ensure their voices are heard throughout the transition process.

Moving to another school:

- When we are notified that a child with SEND will be starting at a new school, a member of the Inclusion Team will contact the new school Inclusion Manager/SENCO and ensure that they know about any special arrangements or support which will have to be put in place prior to the child starting.
- All relevant records pertaining to SEND needs will be passed on, securely, as soon as possible.



We understand that some children have additional social and emotional needs that need to be carefully identified, understood, developed and nurtured. These needs can manifest themselves in many ways i.e. behavioural issues, anxiousness, becoming withdrawn or isolated or lacking engagement with their learning. It is important that we work **intersectionally** with these children and their families and support them in developing their social, emotional and mental wellbeing.

Our school values are Love, Hope, Peace and Joy – the greatest of all these being Love. Staff at St James Hatcham CE Primary School are caring and always prioritise the wellbeing of the children in our school family. Every member of staff has responsibility for the pastoral care of every child.

The views of children with SEND are listened to carefully and are respected, represented or recorded formally at review meetings and informally throughout the school day driven by carefully planned opportunities for discussion across the curriculum, during PSHE topics, book talk, circle time and assemblies. Other opportunities for amplifying the voices of children with SEND include:

- Planning cross curricular themes such as bullying and e-safety through a wide range of subjects e.g. English and ICT / Computing
- Opportunities to work with our Learning Mentor and PE Lead: Draw and Talk and SJH Giants club.
- Targeted family support and counselling with Anna Freud to support the emotional well-being of the children and their families
- Social skills groups
- Well trained Staff in the playground during playtimes to support peer relationships and listen to the concerns of all pupils
- Worry boxes in every class provide a space for children to discretely share their concerns
- Lunchtime and playtime staff support children's wellbeing through planned activities and games
- Targeted 1:1 support through the New Woodlands Outreach Inclusion Service to improve motivation and behaviour for learning in the classroom
- Fortnightly Vulnerable Children and Families (VCAF) meetings discuss the impact of a wide range of disadvantage including SEND needs on the achievement of pupils and listen carefully to these pupils in order to

What support is available for improving the emotional, social, mental health and wellbeing of children with SEND at St James Hatcham CE Primary School?



ST JAMES HATCHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

	<p>improve the wellbeing of these children both in school and beyond the taught day.</p> <p>In the event of local lockdown, whole school or bubble closure because of a rise in confirmed Coronavirus cases, the Senior Management Team and SENCo will ensure that any pupils vulnerable because of their social, emotional and mental health needs have a targeted management plan and a named member of staff responsible for ongoing monitoring and communication.</p>		
How are children with SEND and who are looked after by the local authority supported?	<p>At St James Hatcham CE Primary School we liaise closely with Social Services and foster carers to implement the most suitable support for Looked After Children. We also work in partnership with Virtual Schools, which can provide further support and assistance for Looked After children, including Looked After Children with SEND. Looked After Children with SEND have access to the same services as children with SEND who are not Looked After. All staff at St James Hatcham CE Primary School are committed to enabling their children with SEND and other potential disadvantages to reach their potential and overcome barriers to their success. When necessary, we will apply for extra funding to support the transition period of a LAC so that they settle quickly and make the best possible progress. Looked After Children with SEND needs will be regularly consulted with and made part of the discussions held at Vulnerable Children and Family (VCAF meetings) to ensure their continued success and wellbeing.</p>		
Where can further help, information and support be found?	<p>Special Educational Needs</p> <p>32 Kaleidoscope Child Development Centre, Rushey Green SE6 4JF Tel: 0203 049 1475 Email: sen@lewisham.gov.uk</p>	<p>ASD Support</p> <p>Drumbeat Brockley School Revelon Road, London SE4 2PR Email: outreach.admin@drumbeat.lewisham.sch.uk</p>	<p>Family Information Services</p> <p>For information on local services available to children, young people and families in Lewisham. http://www.lewisham.gov.uk/my services/education/special-educational-needs/Pages/default.aspx</p> <p>Tel: 0208 314 8567 Email: fis@lewisham.gov.uk</p>



	<p>Early Intervention Service</p> <p>Third Floor 1 Laurence House Catford Road SE6 4RU</p>	<p>Lewisham Local Authority has published its own Local Offer, which can be accessed by the link below:</p> <p>http://www.lewishamlocaloffer.org.uk/</p>	<p>Family Action</p> <p>www.familyaction.org.uk/what-wedo</p>
	<p>Contact a Family</p> <p>Contact a Family Lewisham supports families living in Lewisham who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free, newsletter which is available from their website.</p> <p>http://www.cafamily.org.uk</p>	<p>Advice</p> <p>Mencap and the Department for Education produce easy read guides to explain the changes to special educational needs and disabilities support.</p> <p>https://www.mencap.org.uk/news/article/new-special-educational-needs-and-disabilities-easy-read-resources</p>	<p>Parent Partnership Service</p> <p>The Parent Partnership Service has been established to ensure that parents and carers of children from 3 to 19 with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents and carers write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process.</p> <p>http://www.lewishamparentpartnership.org.uk</p>

Mrs Charlotte Fabian

Date of Completion: October 2020