SEN and SEND Provision at Foxford

Foxford is a fully inclusive mainstream school; we embrace the diversity of our students and we strive to ensure that all students achieve their potential – personally, socially, emotionally and academically in all areas of the curriculum. This document is intended to give you information about the ways in which we support our students, including those with SEN, to achieve their full potential. It may not list every skill, resource or technique we employ because these are continually developing as we adapt our provision to meet the changing requirements of individual students.

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What do the terms ‘SEN’ and ‘SEND’ mean?

SEN stands for special educational need and SEND stands for special educational need or disability. In the remainder of the local offer the term ‘SEN’ is used to mean either SEN or SEND conditions.

A student may be identified as having ‘SEN’ for two main reasons.
1. If a child is making progress at a significantly slower rate than the majority of peers of their age; a student who is failing to make academic progress, despite interventions and strategies being put in place to support them.
2. If a child requires provision that is additional to, or different from, that which is required by their peers. For example a student with a recognised condition or difficulty such as dyslexia, dyspraxia speech and language needs or autism may require additional differentiation in lessons in order for them to access mainstream education and make progress.

Do students with special educational needs (SEN) come to Foxford?

Yes, Foxford supports many students with a wide range of special educational needs. Foxford is a fully inclusive mainstream school; we embrace the diversity of our students and we strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum.

What kinds of SEN does the school make provision for?

Typically students with SEN at Foxford may be identified in one of the following categories:

- Communication and interactions difficulties. This includes children with any type of speech and language difficulty as well as children with an autistic spectrum condition.
- Cognition and learning difficulties. This includes specific learning difficulties such as dyslexia (reading, spelling, phonetic processing), dyspraxia (co-ordination and organisation), dysgraphia (handwriting) and dyscalculia (maths).
- Social, mental and emotional health difficulties. Some students may have a diagnosed condition such as attention deficit & hyperactivity disorder (ADHD), for others their difficulties in social and emotional development may manifest as anxiety, or problems in their mood or behaviour.
- Sensory and/or physical needs. This can include a visual or hearing impairment or physical disabilities.

Some students have a difficulty that fits clearly into one area, others may have needs that span two or more areas and for others the exact nature of their difficulty may be unclear.

How does the school know if a student has SEN?
The special educational needs of any student are identified in a variety of ways.

Part of the transition process from primary school to Foxford involves a meeting with the SEN co-ordinator (SENCO) from Foxford and primary school staff. Detailed information is gathered by the SENCO to ensure that we are fully aware of the needs of any student already identified with SEN before they start with us.

For students joining Foxford at any other time, the admission meeting with parents/carers is the first opportunity for parents/carers to tell us about the needs of their child. Foxford will also contact the previous school and gather any SEN information from them.

Throughout every student's time at Foxford, teachers regularly monitor progress and will consult with parents/carers and SENCO if there are specific concerns. A lack of progress may result in various actions:

- Subject teachers may adopt strategies such as additionally differentiated work, targeted homework, catch-up sessions.
- If necessary other staff such as form tutor, progress mentors or Director of Learning may be involved in employing strategies such as mentoring and close monitoring of the student.
- Further investigation may involve discussion with the SENCO who may suggest a referral to a specialist service such as occupational therapy, educational psychologist or speech & language therapist for further investigation. This step is only taken with the knowledge and permission of parents/carers, as a result specialist strategies may be suggested and/or a specific special educational need may be identified e.g. dyspraxia or dyslexia.

Parents/carers are or students themselves are encouraged to discuss any concerns they may have with staff, typically this might be with subject teachers, form tutor, year head or SENCO.

**How will I know if my child is receiving SEN support?**

Foxford recognises that parents/carers are the expert on their child and staff welcome discussions with them about the support that best meets the needs of their child. This information sharing about SEN support can take place in a variety of ways; for example:

- The support needs of students with SEN may be discussed between school staff and parents/carers in meetings, phones calls and emails.
- Letters are written to parents/carers informing them of their child’s SEN as part of the school's general communication with parents.
- Students themselves are also involved in discussions over their needs and the type of support that helps them.
- Identification of a previously unknown special educational need eg dyslexia, autism, dyspraxia always includes meetings and discussions with parents/carers, the student and SENCO. The support that needs to be put in place will be part of the discussions.
- Parents/carers of students who have a special educational need will be invited to discuss SEN support and planning for their child at a termly review meeting. These meetings will be:

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<th>Autumn</th>
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<td></td>
<td>Progress review day for all years</td>
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<td>Annual review (for students with an EHCP) in year 10 &amp; 11</td>
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How do teachers help students with SEN?
Foxford has processes in place to ensure that all students, including those with SEN, receive quality first teaching which includes all teachers having the highest possible expectations for every child.

Quality first teaching is based on building on what each student already knows, can do and can understand. The teacher will put in place different ways of teaching so that your child is fully involved in their learning. This may involve strategies such as using more practical learning or providing different resources adapted for your son or daughter. The teacher will also put in place specific strategies (which may be suggested by the SENCO or specialists from outside agencies) to enable your son or daughter to access the learning tasks.

Teachers carefully check every student’s progress to determine if there are gaps in their understanding and learning; if any gaps are found the teacher considers the need for some extra support in order to close the gap. For example, the teacher may plan group sessions for your child with targets to help them make more progress; such a group may be led by a teacher or by a trained member of the support staff working to plans made by a teacher.

Information about specific SEN conditions is available to all teachers, who will modify or adapt their teaching as necessary in order to help students achieve their potential. In addition some students have a personal support plan which describes their specific difficulties and gives strategies designed to help them make progress; these plans are available to all teachers, learning support staff and parents.

Is there any extra support to help students with SEN in their learning?
Foxford has a range of strategies and interventions designed to support the learning and progress of students with SEN.

All students receive quality first teaching, which involves all teachers having the highest possible expectations for every child. See the previous question for more information about quality first teaching.

All students in key stage 3 (years 7 to 9) follow the ‘Accelerated Reader’ programme. This involves all students reading for 20 minutes every day, with quizzes at the end of every book to encourage and monitor comprehension. The programme carefully ensures that students read books at an appropriate level and their progress in reading age is regularly monitored. All students, including those with SEN, are expected to make progress in their reading and literacy skills through participating in this programme. The book each student is reading is carried by the student each day and so can be read at home as part of home
learning. Click here for more information about Accelerated Reader.

Additional interventions may be used to support a child according to their individual need; for example:

- **Flex (previously Core) provision in key stage 3 (years 7, 8 & 9).** Flex offers small classes (no more than 15 students) with a teacher and teaching assistant for English, Maths, Humanities, Languages and Science classes. The organisation of the classes allows for a flexible approach to the organisation of teaching and learning at both the group and individual level. Flex follows the school’s mainstream curriculum at levels appropriate to the students.

- **Foxford employs a number of teaching assistants who work in classes to support the progress of students.** Teaching assistants have knowledge in different areas of the curriculum plus skills and experience in understanding and supporting specific SEN needs. Teaching assistant support is shared amongst classes according to levels of need in as fair a way as possible.

- **Foxford uses the ‘Everyone Can Read’ programme for students who need to develop basic reading skills.** This is a phonics based, multi-sensory reading programme that teaches the skills of decoding words, learning to read irregular words and breaking down longer multi-syllable words. This programme is used in Flex classes and for other small groups of students as resources permit.

- **Students with SEN may be supported through an intervention relevant to their specific needs, for example intervention sessions in school following a speech and language assessment or intervention to develop social skills and understanding in students with autism.**

- **Foxford employs graduate mentors in English and Maths who work 1:1 with students for a short and focussed series of intervention sessions.** This intervention is offered to students if their rate of progress is significantly slow and students with SEN will be included in this programme.

- **Foxford regularly reviews provision for students and allocates resources according to the current needs of students, adapting provision and embracing new interventions as necessary.**

Are there before and after school activities for students with SEN?

Throughout the year there are a variety of after school clubs designed to help students catch up in their learning, deepen their understanding and provide intellectual stimulation. Some of these sessions run throughout the year and others are offered for a shorter time; typical activities are:

- KS3 homework club
- KS4 revision sessions and course work catch-up sessions in all subjects
- Dance groups, vocal groups, band practice and many more creative arts opportunities.
- Film Club
- PE clubs and teams throughout the year e.g. in rugby, tennis, dodge ball, fitness, swimming, rounders, athletic, Frisbee and many more!
- Activities in the library at break and lunch and after school e.g. chess club, book club, dedicated quiet reading times, author events.

This is not an exhaustive list! Foxford offers many extra-curricular activities to enrich learning throughout the year, information is given at tutor times and is posted on the
school web site.

These activities are not solely for students with SEN, but they do offer students with SEN an excellent opportunity to consolidate their learning, interact socially with their peers and sometimes receive one-to-one tuition with a teacher, especially in the homework, revision and catch-up sessions.

All activities, clubs, sporting opportunities, trips and outings are offered to all students including those with SEN; pre-planning and risk assessments are undertaken as necessary to ensure that students with SEN can participate fully.

How can my child and I find out about after school learning opportunities?
Every week during tutor time all students are reminded of the clubs and after school activities available to them. The timetable for these events is also listed on the school’s website.

How does school support social and emotional development?
Foxford has a range of strategies and interventions designed to support the social and emotional development of students.

All students receive support for their social and emotional development through the PHSE (personal, health, social and emotional) curriculum and through the pastoral system of every year group. This includes:

- Every student is part of a form group with a form tutor and an extra member of staff attached to the form. These adults stay with the form as the students move up the school and are likely to be the progress mentors for the group. Every year has a year head called a Director of Learning who also moves up with the year. This provides a stable team of adults who know their group of students and who can provide advice and support for social and emotional development.
- Emotional support programmes are delivered through the schools PHSE curriculum which is taught in tutor and form times.

Additional interventions are available and a personalised package of support can be designed to support a child according to their individual need and circumstances; for example:

- Year teams have access to trained mentors who are able to deliver specialist intervention programmes to individuals or small groups. This could cover areas such as social skills or friendship groups, anti-bullying support, developing self-esteem and confidence and many other areas.
- The school is developing peer mentoring to support social and emotional needs; for example 6th form students coaching younger students and peer mentoring by year 10 students.
- Foxford employs a Family Support worker who has close contact with some families and who can support needs through CAF meetings.
- Foxford has two Learning Zones, one each for key stage 3 and key stage 4 students. Students may be referred to these Zones if they need to follow a
personal timetable for a length of time. Staff in these Zones are trained to understand emotional needs and they work with students to help them develop coping strategies and emotional resilience.

- Specialist support is available to individuals from the school counsellor; students can refer themselves to this support.
- Referrals may be made to CAMHS, the Primary Mental Health Team and the school nurse as necessary, but only after discussions with parents/carers and with your consent.

Supporting social and emotional needs is a complex area; we are committed to working alongside the young person and their family in order to get the best possible outcomes.

**How will I know that my child is making progress?**

Foxford tracks academic progress in all subjects on a regular basis. Formal assessments take place half termly and information is sent to parents five times per year in the form of a one page progress review report. This report shows the current level that the student is working at in every subject, together with target levels for the end of the year. The year-end targets set for each student are based on the key stage 2 levels that your child achieved at the end of primary school.

In the autumn and summer term you will be invited to a progress review meeting together with your child and the progress mentor. At this meeting you will be given the most recent progress report showing levels of achievement throughout the year; next steps for progress will be discussed and three targets agreed and set to help your child achieve their potential. The meeting will be held at a time to suit you, from before school, during the day or early evening.

**How will I be involved in reviewing my child’s progress?**

You and your child will be invited to two progress review meetings every year, in the autumn and summer terms. At this meeting you will be given the latest progress review report for your child that will include the academic level your child is currently working at, together with their strengths and an area for improvement in every subject. The meeting is between the parents/carer, student and a member of staff who is the progress reviewer for your child; this progress reviewer will usually remain with your child throughout their time at Foxford so that the progress reviewer will understand your child’s strengths and difficulties in detail. The meeting is an opportunity to discuss progress and identify suitable targets to enable your child to make further progress. Click here for further information about progress review reports.

If your child has an education, health & care plan (previously called a statement of special educational need) you will be invited to an annual review every year; annual reviews for years 7, 8 and 9 usually take place in the spring term.

In year’s 10 and 11 there will be a ‘Parents Evening’ in the spring term where you can discuss progress with your child’s subject teachers.

For students in years 7, 8 and 9 with a special educational need there will be an opportunity to discuss progress and support in the spring term.
Parents/carers are welcome to contact school at any time and arrange a meeting to discuss their child’s progress; you may wish to meet with a subject teacher, form tutor, year head, SENCO or another member of staff.

**How will you help my child move to the next year group, or make any other transition?**

At Foxford we recognise that transitions can be stressful times for students and their parents/carers; to help transitions go as smoothly as possible relevant information is shared, allowing pre-planning to take place. This enables each child, as they make a transition, continue to work at the level appropriate to them, with their needs understood by their teacher.

- When students change classes, either during a school year or at each new academic year, new subject teacher have previous achievement data and SEN information available to aid their planning.
- If a student moves to another school this information is passed to the new school as part of the transition process. If students join Foxford during the year information is gathered and classes are appropriately allocated.
- At the move from primary to secondary school SEN details, academic data and relevant information is passed to the SENCO and year head. This information is used to carefully plans form groups, teaching groups and extra support as necessary. This transition is further supported by:
  - A visit by Foxford staff and pupils to the primary school which includes a presentation, activities and questions and answer opportunities designed to help the year 6 pupils make a confident and successful transition to secondary school.
  - Additional visits to Foxford in the summer term for any year 6 students who are especially anxious about the transition or who have been identified as needing this support by their primary school.
  - ‘Move up’ day in July when the year 6 pupils coming to Foxford spend a day at their new school.
  - Students are also invited to attend a summer school during the holiday which is designed to support their transition and boost their learning.
- For students with SEN who leave after year 11 to take up college places, relevant information is shared with college so that appropriate planning takes place.
- Similarly relevant information is appropriately shared for students staying on in the 6th form. students

Within all these processes the views of the student and parent/carer are welcomed and valued.

**If I need to make a complaint, how do I go about this?**

If you have a complaint about SEN provision, the first step is to make contact with school and talk to the SENCO or relevant teacher, form tutor or year head. School staff welcome parental involvement to help your child get back on track with their learning. If matters are not resolved to your satisfaction then you can ask for a meeting with a member of the senior management staff.
Where can I find information about the Foxford’s SEN policy and other school policies?
School policies are found on the school website, on the same page as this document.

How has Foxford made the building and site safe and welcoming for students with SEN?
Foxford school is composed of one, two and three story buildings spread out around a courtyard. Class rooms are named in a logical way that makes it very easy to find each class room. Click here is see maps and floor plans of the school.

The physical environment is an important element in the learning of every student, and these are some of the ways that the school is organised in order to support all students including those with SEN:

- Classroom displays and notices around school have been carefully designed to be accessible to all students including those with language difficulties and weak reading skills.
- Flex class rooms are located on the ground floor giving easier access for students with possible co-ordination difficulties; the layout and organisation of these class rooms has been carefully planned to support learning needs as many of the students in Flex will have SEN.
- A room dedicated to SEN teaching which is used as a quiet area at break and lunch for those students who find the social demands of break and lunch times especially difficult.
- At break and lunchtimes many areas are set aside to cater for the varying needs of students:
  - A social area with chairs for students to gather and talk to their friends.
  - Various clubs including computer club, sports clubs.
  - Supervised quiet areas for some groups.
- Foxford school is composed of one, two and three story buildings and the oldest of these (the three storey building) does not have a lift. There is a lift in the two storey building which a student can use, under supervision, in situations such as a broken leg.
- The school includes three toilets for disabled access, one each in the PE block, creative arts department and in the social area of the 2 storey building.
- Foxford has a separate student reception with its own exit and entrance for students.
- There is a department in the 2-storey building called ‘The Hub’. Staff in ‘The Hub’ take phone calls from parents and they are the first point of contact for any student queries during the day.

Who do I contact if I want to find out more about SEN support?
Foxyford’s SEN co-ordinator, or SENCO, welcomes contact with parents; the current SENCO is Mrs Krysia Welch. Mrs Welch holds qualifications in autism, dyslexia and
How are staff at school helped to work with students with SEN and what training do they have?

All teachers and staff at Foxford have high expectations for every child, all staff are committed to supporting the needs of every student and working with the student and their family for the best possible outcomes. All teachers are teachers of children with special educational needs and every teacher is responsible and accountable for the pupils in their class including those with SEN.

All staff receive mandatory training in the key areas of child protection, safeguarding and responding to medical needs such as epilepsy, asthma, allergies and the use of an epipen.

Staff have access to SEN information in the following ways:

- Morning staff briefing sessions where new or urgent information is shared.
- Weekly sharing sessions to all teachers has included training from specialists in SEN, most recently from the hearing and visual impairment service, and SEN updates may also be presented.
- Teacher training days regularly include SEN sessions for all staff.
- For every student with SEN their computerised school record holds details of their needs and if necessary there will be a personal document describing individual difficulties, strengths and strategies to support the student with their learning.
- Information on every SEN condition and supporting strategies is available to all staff on our internal computer network.

In addition there are many training opportunities for staff:

- Foxford has online courses in school that staff can follow at times to suit them; this currently covers courses in speech and language, autism, dyslexia and behaviour management.
- Coventry local education authority offers professional development courses in a wide range of topics including SEN.
- Specialist SEN services in Coventry offer online courses for staff in the topics of speech and language, autism, dyslexia, visual and hearing impairments, behaviour management, and motor co-ordination difficulties.
- Specialists from occupational therapy, autism support and speech and language and dyslexia services have all delivered workshops after school. In summer 2014 thirty members of staff are following an on-line autism course that is being managed by the school’s CASS key worker.

This list is not exhaustive; changing SEN needs often require new or updated training for staff and SEN training is part of the school’s on-going planning to meet the SEN needs of students.

SEN specialist staff in school are expected and trained to understand SEN needs in more depth. The current the SEN department includes teaching assistants, mentors, and staff with a wide range of skills, experience and knowledge; you may wish to refer to the question ‘Who are the SEN support staff at Foxford’ for more information.
What happens if my child needs specialist equipment or other facilities?
If a student needs specialist equipment Foxford will consult with the relevant specialist service. The school may then provide the specialist aids or equipment according to the assessed need, or specialist equipment may be provided by the specialist service.

Each case will be considered as it arises and the school will consult with parents/carers and specialists in order to meet the assessed need.

Who are the SEN support staff at Foxford?
This section is not yet completed.

Who are the SEN specialists that work with Foxford?
This section is not yet completed.

How will I be involved in planning and supporting my child?
Children learn best and make progress when there is a strong three-way working relationship between the student, their parent/carer and school. Having parents/cares that are supportive and take an interest in their child’s learning increases the chances of the child being successful and making good progress.

Parents / carers can get involved in many ways:

- Progress review day is an ideal time to discuss your child’s progress and contribute to future planning. You can help with setting targets for your child, monitoring progress and keeping their motivation going. Click here for more information about progress review.

- If you would like more information you are welcome to contact school and talk with your child’s subject teacher, form tutor, learning mentor, year head or the SENCO; any meeting can include planning the support your child needs to make progress.

- Your child is given a school planner or diary in which they must record their homework. Parents/carers are strongly encouraged to check this regularly and sign it weekly and this will give some indication of the current topics being studied.

- Look out for the many opportunities that exist throughout the year to support your child’s life in school. These includes events such as celebration evenings, sports activities, open evenings, option evening and many more.
**How can I support my child at home?**

Teachers always welcome discussions with parents/carers about supporting learning at home. There are many practical ways to support your child, the following list will give your child a head start to learning in all areas of the curriculum:

1. Provide a suitable place for homework.
2. Check their school organiser regularly, respond to letters from school.
3. Talk with your child, help to widen their vocabulary, and develop their knowledge and understanding of words.
4. Encourage your child to read regularly and widely; set a good example through your own reading, read with your child, use libraries, develop their love of books.
5. Help your child improve their spelling skills, from the small irregular words such as ‘friend, diary, quite or which’ to the longer subject words such as ‘environment, alliteration, alimentary or circumference’. Subject teachers will be happy to provide lists of words specific to their subject.
6. Help them learn the time tables from 2 x to 10x and up to 12 x if possible.
7. Ensure your child can tell the time (both digital and analogue), handle money and develop their independence skills.
8. Support their organisation skills, encourage them to pack their own school bag and take responsibility for their belongings.
9. Encourage a healthy life style through healthily eating, regular exercise and sufficient sleep.
10. Limit time on TV, play station, games console, PCs etc.
11. Monitor internet use and ensure only appropriate sites are visited.
12. Take an interest in your child’s activities

Some SEN conditions benefit from specialist strategies, click here to access information on understanding and supporting specific conditions.

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**How will my child be involved in their own learning and in decisions about their education?**

Teachers provide regular feedback when work is marked and students are encouraged to add their own reflective comments and start a dialogue with the teacher. This is part of building a working relationship between student and teacher and encourages the student to be more responsible and involved in their learning. Students are given frequent opportunities to assess their own work and to identify their own next steps for progress.

Students are expected to attend progress review meetings, parents meetings and annual reviews with their parent/carer, at these meetings the views of the student are the most important voice.

In year 9 students must decide their options for GCSE. Foxford organises an options evenings for parents/carers and students to come and hear about their choices, discuss the issues and make their decisions. This process is further supported in school with options and careers sessions and staff on hand to answer questions and offer advice as necessary.

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**I have been asked to attend a meeting at school; can I bring someone else with me to support me?**

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Parents/carers are always welcome to attend meetings with support; this could be from a partner, family member, neighbour, friend or anyone else. The Parent Partnership Service (PPS) exists to support parents/carers with a child with SEN; PPS staff are always welcome to attend meetings with parents/carers. Parent partnership can be contacted by phone on: 024 7669 4307 more details are available on their website at www.coventry.gov.uk/parentpartnership and leaflets about the service are available at reception.

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<th>How can I find out more about what my son or daughter is learning?</th>
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<td>Evidence shows that children do better when their parents/carers are supportive and interested in what they are learning. You can find out more in a variety of ways:</td>
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<tr>
<td>o Your child has a planner in which they must record their homework. Parents/carers are strongly encouraged to check this regularly and sign it weekly. This will give some indication of the current topics being studied.</td>
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<tr>
<td>o Contacting school and talking to your child’s form tutor, learning mentor, year head or subject teachers can give you more detailed information.</td>
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<tr>
<td>o General information about the school curriculum can be read on the school’s website. Click here for details.</td>
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<tr>
<td>o Parents evenings (for years 10 and 11) and Progress Review days offer another opportunity to find out what your child is learning.</td>
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<th>Who else provides services in school for students with SEN?</th>
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<td>Foxford accesses a number of external services to support students with SEN, but only after discussion with parents/carers and always with their permission.</td>
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<td>• An educational psychologist works one day a week at Foxford. This provides a range of services on behalf of students including assessment of unidentified learning needs, advice to school and parents/carers to enable a child make progress, advice and strategies to staff or working with individual students and small groups.</td>
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<td>• Speech and language therapists carry out assessments in school and inform staff about individual needs as well as providing advice and guidance designed to help a child make progress.</td>
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<td>• Coventry Autism Support Services (CASS) specialists work with school to support children with autism and embed autism friendly strategies within the school.</td>
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<td>• Sensory support services: specialists in visual and hearing impairments visit students in school and provide support and advice for learning.</td>
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<td>• Coventry Access Technology Service determines if a student’s difficulties can be supported through the use of ICT equipment.</td>
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<td>• Occupational Therapy (OT) investigates areas such as fine and gross motor control, hand writing issues, postural difficulties, low muscle tone or co-ordination difficulties. OT may work with students or recommend exercises to support physical development and they can refer a child on to physiotherapy or paediatric services if necessary.</td>
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<td>• Child and Adolescent Mental Health Services (CAMHS). CAMHS provide a comprehensive range of services that provide help and treatment to children and young people experiencing emotional or behavioural difficulties, or mental health problems, disorders and illnesses. From school referrals are made to CAMHS for a</td>
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variety of reasons that include requesting investigation for conditions such as autism or ADHD as well as seeking support for anxiety and mental health issues.

- Vibes provides individual and small group support for a range of emotional issues including anxiety, confidence, self-esteem, anger issues and protective behaviours.
- School counsellor can see students weekly for an individual counselling session lasting approximately 20 minutes. Students can refer themselves to the counsellor as well as being referred by school staff.
- School nurse who can support young people to take responsibility for their own health and to adopt a healthy lifestyle
- Integrated Primary Mental Health Service (IPMHS) focuses on prevention and early intervention, and works with children aged 0 to 18 who are experiencing emotional difficulties or are at risk of developing mental health problems.
- Children & Family First Teams offer support to young people and their families to improve family life and stop issues becoming more serious. The teams provide practical support based on the needs of the family, this could be working with families in the home to solve a particular issue (such as bed time routines or budgeting), or linking families to other services.

Voluntary services:
- The Barnardo service ‘Defuze’ supports young people affected by domestic violence.
- COMPASS supports young people with drugs or alcohol issues.
- CRASSAC offers support and counselling following rape or sexual abuse.

**Where can I find out about other services for my child?**

Coventry Local Authority website contains information about the authorities’ Local Offer to parents/carers and has information about services that are available.

Click here to view the Coventry Local Offer and find out how to access these services: [http://www.coventry.gov.uk/sendlocaloffer](http://www.coventry.gov.uk/sendlocaloffer)

**If you have any further questions please contact the SENCO.**

Contact Mrs Welch on 02476 369200 extension 284.