



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

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THE NORTH SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY / SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

This policy is written in line with the requirements of: -

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
 - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the SEN information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- Behaviour/Discipline Policy
- Safeguarding (Child Protection) Policy
- Homework Policy,
- Complaints Procedure

This policy was developed with support and guidance from representatives of the Local Authority and the School Governor accountable for SEND. This policy will be amended as required following liaison with the parents of students with special educational and disability needs and will be reviewed annually thereafter.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

A child or young person 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 or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age;
or
- b) 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 or mainstream post-16 institutions. *SEN Code of Practice (2015, p 4)*

DEFINITION OF DISABILITY

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p5)*

1. THE KINDS OF SPECIAL EDUCATIONAL NEED FOR WHICH PROVISION IS MADE AT THE SCHOOL

At The North School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance:

- Specific Learning Difficulties: Dyslexia, Dyspraxia and Dyscalculia
- Speech, language and communication needs,
- Autism Spectrum Disorder: Autism, High functioning autism, Asperger’s syndrome
- Learning difficulties
- Social, emotional and mental health difficulties
- Down Syndrome.

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of students with a Statement of special educational need / Education, Health and Care plan with the following kinds of special educational need:

- Autism Spectrum Disorder (Autism and Asperger’s Syndrome)
- Speech Language and Communication Difficulties
- Specific Learning Difficulties (Dyslexia, Dyspraxia and Dyscalculia)
- Down Syndrome
- Moderate Learning Difficulties
- Social, Emotional and Mental Health Difficulties

Decisions on the admission of students with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for students without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

The North School has a Specialist Resourced Provision for students with Autism Spectrum Disorder. All students within the provision have a Statement of SEN or EHCP. Students are admitted to the Laurel Centre by the Local Authority, not via admission to The North School. Further information about the Laurel Centre will be published on The North School's website.

2. INFORMATION ABOUT THE POLICY FOR IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SEN

At The North School we monitor the progress of all students six times a year to review their academic progress. We also use a range of assessments with all the students at various points, including the following:

- Cognitive Ability Tests (CATs) in Year 7
- Reading tests (New Group Reading Test- NGRT) in Year 7 and Year 9
- Accelerated Reader™ assessment – ongoing through Year 7 , 8 and 9
- Subject specific assessments at fixed points during the academic year.
- Ongoing teacher assessment through the school's marking policy and through assessment students' performance during lessons.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the student to catch up. Examples of extra support are:

- Targeted in class interventions delivered by class teachers using the Core Standards for Mainstream Learners to support their work.
- In-class, small group work delivered by teachers, high level teaching assistants or teaching assistants
- Small group work delivered outside of the classroom.
- Support to help students manage difficult emotions - sometimes a student's behaviour can impact negatively on the progress they are able to make.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At The North School specialist SEN staff may administer the following assessments:

- Structured lesson observations – observation of a student as they participate in their lessons.
- BPVS3 – British Picture Vocabulary Scale (Third Edition) identifies any delay in a child's vocabulary development.
- WRAT-4 - a norm-referenced test that measures the basic academic skills of word reading, sentence comprehension, spelling, and math computation. There are four Subtests of the WRAT-4
 - Word Reading measures letter and word decoding through letter identification and word recognition.
 - Sentence Comprehension measures an individual's ability to gain meaning from words and to comprehend ideas and information contained in sentences through the use of a modified cloze technique.
 - Spelling measures an individual's ability to encode sounds into written form through the use of a dictated spelling format containing both letters and words.

- Math Computation measures an individual's ability to perform basic mathematics computations through counting, identifying numbers, solving simple oral problems, and calculating written mathematics problems.
- Vernon - The Graded Word Spelling Test takes allows teachers to more easily identify particular patterns of strengths and weaknesses in a student's spelling.
- TOWRE-2 -The Test of Word Reading Efficiency-Second Edition (TOWRE-2) is a measure of an individual's ability to pronounce printed words and to decode accurately and fluently.
- LUCID -A computer based assessment that gives each child three enjoyable tests that are sensitive cognitive indicators of dyslexia.
- Lucid Exact provides precise standardised assessment of:
 - Word recognition/reading accuracy
 - Reading comprehension
 - Reading speed
 - Spelling
 - Writing to dictation
 - Keyboarding to dictation

Lucid Exact is a widely used tool for assessment, screening and for assessment for exam access arrangements.

It is a comprehensive assessment of literacy from age 11 to 24.

- CTOPP 2 - The Comprehensive Test of Phonological Processing (CTOPP) assesses phonological awareness, phonological memory and rapid naming. Individuals with deficits in one or more of these kinds of phonological processing abilities may have more difficulty learning to read than those who do not.
- DASH -The Detailed Assessment of Speed of Handwriting is ideal for providing evidence for Access Arrangements for General Qualifications. It can also play a role in identifying children with handwriting difficulties and provides relevant information for planning intervention.
- SDMT T - The Symbol Digit Modalities Test – gives a measure of concentration and decision making and can detects cognitive impairment.
- NGRT – The New Group Reading Test - GRT is a screening/monitoring test for groups of students. It enables the assessment of reading and comprehension in a single test, helping to identify, for instance, competent readers with weak comprehension skills who would benefit from a follow-up individual assessment and learning support. The assessment also measures how a student is performing compared to their peers at a national level.

Any assessments undertaken are followed by feedback to parents by the SEN staff and recommendations for subject teachers to support individual student's learning.

- Assessment by the Secondary Speech and Language Service followed by recommendations for subject teachers.

Sometimes we need to seek more specialist support and guidance. This support is accessed via the Local Inclusion Forum Team Meeting (LIFT).

At the LIFT, we have the opportunity to discuss children's needs in more detail with colleagues from other schools, an Educational Psychologist and representatives from district based specialist outreach providers, including specialist teachers. The aim of the discussion is to find solutions to problems, drawing on the knowledge, experience and expertise of everyone in the group so that schools can make better provision from within their existing resources.

There are four main outcomes from a LIFT discussion:

- Advice, support and ideas from the discussion at the meeting to take back and try
- Access to training programmes or the opportunity for bespoke training
- Support from another school
- Specialist Intervention from a specialist teacher, special school outreach teacher, Educational Psychologist [through the core discretionary offer or commissioning or other district based SEND provider.

There are two further possible outcomes:

- A recommendation that the school should consider completing an application for Early Help and Preventative Service
- A recommendation that the school consider seeking advice from appropriate health professionals

The purpose of this more detailed assessment, support and guidance is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the student has a special educational need because the school is making special educational provision for the student which is additional and different to what is normally available. Please note that it is not always necessary for a case to be taken to a LIFT meeting for a student to be identified as having an SEN.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

3. INFORMATION ABOUT THE SCHOOL'S POLICIES FOR MAKING PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS WHETHER OR NOT THEY HAVE EHC PLANS, including

3a. How the school evaluates the effectiveness of its provision for such students.

Each review of the SEN support plan will be informed by the views of the student, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- 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 rate of progress

- Widens the attainment gap

For students with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b. The school's arrangements for assessing and reviewing the progress of students with SEN

Every student in the school has their progress tracked six times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at The North School are listed in Section 2. Using these assessments, it will be possible to see if students are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c. The school's approach to teaching students with SEN

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*.

At The North School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. (Web link: http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx)

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments for example:

- one to one tutoring in specific subject areas
- pre-teaching
- mentoring
- small group teaching
- access to counselling provided by Children and Adults Talking Therapy Service (CHATTS, an NHS counselling service)
- group support to develop social communication skills
- 1:1 support to develop emotional literacy
- Provision of ICT equipment e.g. laptops and Neo pads™
- Headstart

These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

3d. How the school adapts the curriculum and learning environment for students with SEN

At The North School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have made the following improvements as part of the school's accessibility planning:

- Provision of training to support teachers' use of the Local Authority's Core Standards for Mainstream Learners.
- Provision of training to ensure that all school staff are aware of the Code of Practice (2015) and the implications of this guidance on
 - classroom practice
 - teachers' responsibilities towards the individual students with SEN and or disability and or medical conditions in their classes
 - whole school responsibilities towards students with SEN and or disabilities and or medical conditions.
- Teaching staff have been issued with an SEN Handbook which provides information about and strategies to support our students with SEN and or disability.
- The introduction of bespoke training for teaching staff to meet the needs of our students with SEND. i.e. teaching staff receive training to develop their understanding and ability to support effectively the learning of the students with needs as identified by the Code of Practice (2015), disabilities and medical conditions. This training focusing on the students in our school and their individual profile of strengths and difficulties.
- Students with reduced mobility have access to lifts to ensure that all areas of the school are accessible.
- Purchase of laptops and Forte word processors to support students who have difficulty recording their ideas in writing.
- The development of the curriculum to raise awareness of some disabilities and medical conditions and how they impact on individuals.
- The development of the curriculum to include positive and inspiring examples of the achievements of individuals with disabilities, special educational needs or medical conditions.

The Governors have identified that the following aspects of the school need to be improved;

- For discussion by Governors: should we look at improving accessibility to land based centre – do we need to assess the suitability of the surfaces that children with mobility difficulties need to travel over and the access to the buildings? Some children with mobility difficulties find it extremely tiring walking to and from the land based centre at a speed that prevents them being late to their next lesson – how do we address the physical and emotional impact of this?
- It would increase accessibility if some entrances to teaching blocks were made 'automatic' – a button to press with doors that require less force to open – semi – automatic. Our doors are very heavy – we have students with cerebral palsy and hemiplegia that find entering and exiting teaching blocks difficult.

3e. Additional support for learning that is available to students with SEN

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. The amount of support required for each student to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for students with high needs, and above that amount the Local Authority should provide top up to the school known as High Needs Funding (HNF).

3f. How the school enables students with SEN to engage in activities of the school (including physical activities) together with children who do not have SEN

All clubs, trips and activities offered to students at The North School are available to students with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity

3g. Support that is available for improving the emotional and social development of student with SEN

At The North School, we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching, for example during Values and Form Group lessons and indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area we also can provide the following;

- Access to The Human Toolbox intervention if appropriate
- Use of Headstart Online Counselling (Jan 2018)
- Access to counsellor (The North School have a Service level agreement with CHATTS)
- Mentoring by the student's Form tutor, Learning Leader, Community Vice-Principal, Principal, Pastoral Support Manager or SENCO depending upon the student's needs.
- External referral to ChYPS (previously known as CAMHS)
- Access to a time-out space for students who have been identified as requiring this provision

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support.

4. THE NAME AND CONTACT DETAILS OF THE SEN CO-ORDINATOR

The SENCO at The North School is Mrs C Clipstone. Who is a qualified teacher and is undertaking the National Award for SEN Coordination from September 2016. In addition Mrs Clipstone has the National Certification as a Lead Behaviour Professional.

Mrs Clipstone is available on 01233 614600 or clipstone.c@north.kent.sch.uk

5. INFORMATION ABOUT THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN AND YOUNG PEOPLE WITH SEN AND HOW SPECIALIST EXPERTISE WILL BE SECURED.

All teachers and teaching assistants have had awareness training in the following areas:

- Autism Spectrum Disorders
- Specific Learning Difficulties (Dyslexia)
- Learning difficulties
- Social, Emotional and Mental Health difficulties.

In addition the following teachers have received the following enhanced and specialist training:

Mrs B Lee: PGCE Autism Studies (awarded Sept 2017) Birmingham University

Mrs K Silvester: OR Level 5 in Teaching Learners with Specific Learning Difficulties

Mr M Silvester: Level 2 Autism training.
Mrs S. Twyman (High Level Teaching Assistant): Level 2 Autism training.
Mrs A Wood: Level 2 Autism training.
Mrs S Mayes: Level 7 Postgraduate Award of Proficiency for Access Arrangements

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are:

- The Specialist Teaching and Learning Service
- The Educational Psychology Service
- The Secondary Speech and Language Therapy Service
- Occupational therapists.

The cost of training is covered by the notional SEN funding.

6. INFORMATION ABOUT HOW EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SEN ARE SECURED

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7. THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SEN ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

All parents of students at The North School are invited to discuss the progress of their children on two occasions a year and receive a written report three times per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this normal provision improvement in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with a Statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

8. THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SEN ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

When a student has been identified to have special educational needs because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9. THE ARRANGEMENTS MADE BY THE GOVERNING BODY RELATING TO THE TREATMENT OF COMPLAINTS FROM PARENTS OF STUDENTS WITH SEN CONCERNING THE PROVISION MADE AT THE SCHOOL

The normal arrangements for the treatment of complaints at The North School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's Community Vice Principal / Principal or the school's SENCO to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10. HOW THE GOVERNING BODY INVOLVES OTHER BODIES, INCLUDING HEALTH AND SOCIAL SERVICES BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS, IN MEETING THE NEEDS OF STUDENTS WITH SEN AND IN SUPPORTING THE FAMILIES OF SUCH STUDENTS

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 9 days per year
- Link to Disabled Children's Service for support to families for some students with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services (this service is established) and Occupational Therapy Services (this service is in the process of being set up) for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- A Service Level Agreement with the Children and Adults Talking Therapy Service (CHATTS, an NHS counselling service)
- Ability to make ad hoc referrals to the Adolescent Child and Adolescent Mental Health Service
- Ability to make direct referrals to the Early Help and Preventative Service (EHPS). The EHPS assesses families' needs to ensure that the family receives the support it needs in a timely fashion. More information about EHPS can be found at: <http://www.kent.gov.uk/kpps>

11. THE SCHOOL'S ARRANGEMENTS FOR SUPPORTING STUDENTS WITH SEN IN TRANSFERRING BETWEEN PHASES OF EDUCATION OR IN PREPARING FOR ADULTHOOD AND INDEPENDENT LIVING

At The North School we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Our transition arrangements are as follows:

- All students transferring to The North School from Primary School receive a visit to their Primary School from a member of the school's Senior Leadership Team.

- The school's SENCO ensures that information about students' individual learning, social and emotional needs, disabilities and medical conditions is collected in preparation to their admission to the school.
- Students attend a transition week during July so that they experience the secondary school environment, have an opportunity to attend lessons and meet their new teachers.
- Parents and carers are invited, with their children, to attend an admission meeting where there is an opportunity to share any concerns they may have.

We also contribute information to a students' onward destination by providing information to the next setting. When a student is transferring to a new school setting we pass on all records and files held by The North School.

When students leave The North School to attend college, university, enter employment, apprenticeship or training, we provide the information requested by the institution they a transferring to.

12. INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED.

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

13. THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF STUDENTS WITH SEN, INCLUDING THOSE FOR ARRANGEMENTS MADE IN ACCORDANCE WITH CLAUSE 32 (PARENT PARTNERSHIP SERVICES)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

The following list of support groups and charitable organisations may be of use when seeking support and guidance about your child's special educational need, medical condition or disability.

(Please note: This list is not exhaustive and The North School cannot be held responsible for the work of the bodies listed.)

- **ACE Education Advice and Training**
Supports parents by providing online advice and information on all aspects of education and delivers quality training for professionals.
Contact [ACE Education Advice and Training](#)
- **Action on hearing loss**
Offers a range of services including communication support, training, information, specialist phone services.
Contact www.actiononhearingloss.org.uk
- **Afasic (Association of all speech impaired children)**

A parent-led organisation that helps children and young people who have a speech and language impairment, and their families. They provide information and training for parents and professionals and provide a range of publications.

Contact www.afasic.org.uk

- **Asthma UK**
Support and information for people with asthma and their families through Asthma Adviceline. Provides a wide range of publications.
Contact www.asthma.org.uk
- **BDA (British Deaf Association)**
The BDA represent the British Sign Language community and are focused on achieving equality for Deaf people through campaigning and community engagement, creating opportunities for Deaf people to develop and engage with each other and the wider community.
Contact www.bda.org.uk
- **British Dyslexia Association**
Offers information about all aspects of dyslexia for families and professionals.
Contact www.bdadyslexia.org.uk
- **The Communication Trust**
Providing specialist speech, language and communication needs support.
Contact www.thecommunicationtrust.org.uk
- **Disability Rights UK**
Co-ordinating body for member associations involved with disability issues, concerned with access, education, employment, holidays, housing, mobility and benefits.
Contact disabilityrightsuk.org
- **Down's Syndrome Association**
Provides information, advice, counselling and support to parents/carers and works closely with local support groups.
Contact www.downs-syndrome.org.uk
- **Dyslexia Action**
Provides advice, assessment and support for dyslexia and other specific difficulties.
Contact www.dyslexiaaction.org.uk
- **Epilepsy Action (British Epilepsy Association)**
Provides information and advice for families. Network of local support groups.
Contact www.epilepsy.org.uk
- **HACSG (The Hyperactive Children's Support Group)**
This group focuses on raising awareness of the role of diet, nutrition and environment on behaviour. Provides telephone support and information.
Contact: www.hacsq.org.uk
- **The Kent Autistic Trust** - Support and guidance for children, young people and adults with an ASD and their families.
Contact: www.kentautistic.com/
- **Mencap**
Range of services for children with learning disabilities. Advice, information, leisure activities, housing/independent living, publications. Network of local support groups.
Contact www.mencap.org.uk
- **NASEN (National Association for Special Educational Needs)**
Promotes the development of children with SEN. Support and advice for parents. Network of national branches.
Contact www.nasen.org.uk
- **National Autistic Society**
Information, advice and support to parents. Publications on research. Network with local support groups.
Contact www.autism.org.uk

- **NDCS (National Deaf Children's Society)**
Advice and information on any aspect of childhood deafness. Family support service through UK-wide network of local groups.
Contact www.ndcs.org.uk
- **RNIB (Royal National Institute for the Blind)**
Offers advice, support and information service for parents and carers of children with visual impairment. Publications, assessment services, equipment.
Contact www.rnib.org.uk
- **SCOPE**
Information and support for parents of children with cerebral palsy, local support services, advice on early years, education, independent living and employment.
Contact www.scope.org.uk