



THE ORATORY
PREPARATORY SCHOOL

Learning Support and SEND Policy

August 2021

This policy applies to all pupils in the school, including those in the EYFS

Reviewed: August 2021 by Breda McKinney (Head of Learning Support and SENCO)
Checked by: Rob Stewart, Headmaster
Next Review: June 2022

1. Policy Statement and School beliefs

- 1.1 The Oratory Preparatory School welcomes pupils of all abilities and celebrates their strengths and talents across the curriculum areas. We believe that the learning needs of all children can be met and their potential achieved through a layered system of support. This inclusive approach enables pupils to access learning with varying degrees of support in all lessons and with targeted and specialist support when appropriate and necessary.
- 1.2 The Oratory Preparatory School believes that all pupils are entitled to high quality, well-planned teaching, in accordance with the Special Educational Needs and Disability Act and schedule 10 of the Equality Act 2010. This will enable all pupils to participate in a broad and balanced curriculum and to access every opportunity afforded by the facilities at school.

2. The Learning Support Department supports the School's Catholic ethos by:

- 2.1 recognising, that for a variety of reasons, many children will require help of some kind, at some time. Whilst we are all members of God's, and the school's family, some of us learn in a different style from others.
- 2.2 aiming to find and build on the strengths of each child, to provide support when needed and to encourage each individual to realise his or her potential.
- 2.3 endeavouring to welcome and provide for children with special educational needs (in line with the Equality Act 2010). The Oratory Preparatory School aims to ensure that every pupil is nurtured and thrives through experiencing excellent teaching and learning, emotional support and nurture and spiritual growth.
- 2.4 embracing a philosophy of ensuring that all children feel equally valued regardless of any learning difficulties or barriers to success they may have
- 2.5 fostering within children a positive self-image which may otherwise be eroded for those experiencing learning difficulties, and who thus may feel vulnerable in comparison with their peers. This positive self-image is carefully nurtured in pupils with learning difficulties and barriers to success. In Catholic terms, the children are encouraged to understand that we form our self-image by what God says about us, for example, 'You are precious in *my* sight'.
- 2.6 ensuring that values such as Truth and Justice, Tolerance and Peace, Forgiveness and Understanding may arise incidentally through discussion and shared experiences, and are also encountered within learning support lessons. The Gospel values of care, service and sacrifice, also form part of our general pastoral provision and teaching, in order to help the children develop a balanced view of the world, of themselves and of those immediately around them.

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3. Compliance

3.1 This policy complies with the statutory requirements set out in:

The SEND Code of Practice 2015
The Equality Act 2010
The Children and Families Act 2014

4. Definition of Special Educational Needs and Disabilities

4.1 At the Oratory Preparatory School we endeavour to secure special educational provision for pupils for whom this is required, that is '**additional to and different from**' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice 2015:

Communication and interaction
Cognition and learning
Social, emotional and mental health
Sensory/physical needs

(Ref: *New Code of Practice 2015* - see Appendices for definitions)

4.2 In accordance with the guidance set out in the SEND Code of Practice 2015, at the Oratory Preparatory School, we believe that a pupil has special educational needs or a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of others of the same age: or
2. they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

5. Aims and Objectives of the SEND policy:

5.1 The SEND Code of Practice 2015 provides a clear set of guidelines for schools to follow in order to provide a high standard of provision for pupils with SEND. The Oratory Preparatory School aims to:

Ensure every pupil has access to the full extent of the curriculum
Identify early the learning difficulties and special educational needs of pupils
Support teachers in providing equality of opportunity and high-quality teaching so that pupils with SEND can reach their full potential
Make provision for the parent and pupil voice
Ensure that pupils with SEND have appropriate resources to support their learning needs
Guide staff on understanding the *Waves of Provision* model of teaching support
Support the development of self-esteem and self-confidence in pupils with SEND
Liaise with external professionals as necessary and appropriate

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5.2 Provision for pupils with SEND is the responsibility of all staff and through regular communication, sharing key information on pupils with SEND and strategies for support, and INSET training, the SENCO supports teachers in fulfilling their role as teachers of SEND as set out in the SEND Code of Practice 2015.

5.3 To ensure that all pupils with SEND have their individual learning needs met, the SENCO will, with the support of Learning Support staff:

- share a 'Record of Concern' form with staff to make referrals when necessary
- update and share the Learning Support Register with staff at least termly
- use school data to identify and assess pupils with SEND and refer to specialists if appropriate
- through assessment and collaboration with parents, staff and pupils, identify and define the learning needs of pupils with SEND as early as possible
- share information such as results of standardised assessments with staff, in order to ensure staff understand the needs of pupils with SEND and can make appropriate adjustments for them
- track progress of pupils with SEND to ensure that support is appropriate and effective for each individual pupil
- liaise with the Local Authority, health and social care professionals as necessary
- share important information on pupils with SEND through a system of Individual Needs or Learning Plans
- support the progress of pupils with SEND by implementing targeted interventions such as *Toe-by-Toe* and the *Kinaesthetic Handwriting course*
- involve and discuss all aspects of SEND support with parents
- keep accurate records on all aspects of SEND provision
- support teachers in teaching pupils to their specific needs, taking into account their individual learning styles and making reasonable adjustments

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6. Identifying Special Educational Needs

- 6.1 Early identification is vital for meeting the needs of all pupils and unlocking the potential of those who need support. We apply the four broad areas of need set out in the SEND Code of Practice 2015:

Communication and Interaction	Cognition and Learning	Social, Emotional & Mental Health	Sensory and/or physical needs
<p>Pupils who experience difficulty with speech, language and communication.</p>	<p>Students who learn at a slower pace than average or expected, who have slow processing, weak STM or working memory. They may have difficulty with developing a specific skill such as handwriting or a subject area such as Maths or Literacy. This area includes pupils who struggle with all learning and may have moderate or severe learning difficulties.</p>	<p>Pupils' needs may become apparent in a variety of ways. This can include changes in their behaviour such as becoming disruptive or withdrawn, self-esteem issues, eating disorders, or self-harming. They can be affected by bereavement, changing family circumstances or relocating. Some pupils have difficulty with maintaining focus.</p>	<p>Some pupils have sensory processing difficulties and require occupational therapy or paediatric support. They may have a disability that causes a barrier to them fully accessing all activities at school or achieving in some activities due to their motor, sensory or coordination skills.</p>
<p>Conditions and learning difficulties include:</p> <p>ASD / ASC SLCN</p>	<p>Conditions and learning difficulties include:</p> <p>ADHD Dyscalculia Dysgraphia Dyslexia Dyspraxia</p>	<p>Conditions and learning difficulties include:</p> <p>Anxiety Health and well-being Bereavement Stress Eating disorders</p>	<p>Conditions and learning difficulties include:</p> <p>Hearing Impairment Visual Impairment Sensory Processing Disorder Stereotypical Movement Disorder</p>

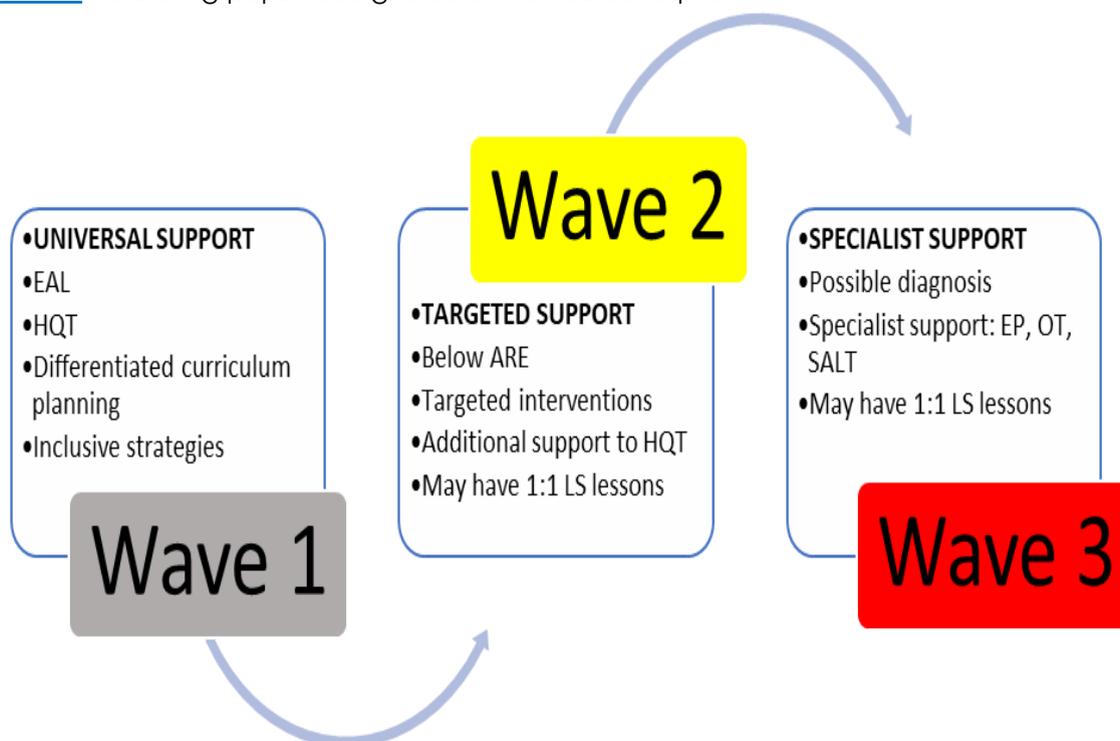
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7. Categorising the Learning Needs of Pupils at the OPS

7.1 At the OPS, in September 2021, we introduced a simple categorisation method which provides clarity for staff regarding the level of support required for pupils with SEND.

7.2 At the OPS, **Wave 1** covers both monitoring and high quality, differentiated class teaching, hence two colour codes.

Wave 1: Monitoring pupils. See grid below for full description.



Wave 1	Wave 1	Wave 2	Wave 3
<p>MONITORING: pupils who are taken off the Learning Support register are monitored to ensure that the good progress they have made continues. Pupils may also be monitored when staff are considering adding them to the LS Register. These pupils may need additional support in class and differentiated teaching strategies.</p>	<p>UNIVERSAL SUPPORT: At the OPS we aim to support the needs of the majority of pupils through high quality teaching, differentiated for pupils who have, or may have, SEND. We recognise that teachers are responsible for the progress of all pupils in their classes and that pupils' needs are best met in the classroom environment.</p> <p>EAL pupils are not necessarily pupils with SEND but they do require support in order to access the full curriculum.</p>	<p>TARGETED SUPPORT: Targeted support is provided for pupils when it is considered that additional provision to HQT is needed to close a gap in learning or remove a barrier to success. Specific, targeted one to one or small group teaching is provided outside the classroom in order to support pupils to meet age related expectations. Any withdrawal from curriculum lessons is carefully considered and the views of the parents and pupils are sought and accommodated.</p>	<p>SPECIALIST SUPPORT: Specialist support may be in the form of a formal diagnosis. We provide specialised support to pupils with a diagnosis of SEND or pupils who do not make expected progress, even following high quality teaching and targeted interventions. We may consider it necessary to recommend a specialist assessment to parents in order to acquire more information and clarity as to a child's learning difficulty.</p>

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8. Whole-School Graduated Approach to SEND Support

8.1 The Oratory Preparatory School takes a whole school approach to the provision for pupils with SEN through **assessing, planning** support, **delivering** interventions or specialist lessons and **reviewing** progress to ensure that all children achieve their potential.

8.2 **General Identification of Need:**

The school's approach to identifying need is informed by the SEND Code of Practice 2015 which sets out a graduated response to pupils who are underachieving or are at risk of underachieving. The school will make reasonable adjustments to remove barriers to success and to enable pupils with SEND to access all aspects of school life, including academic and extra-curricular activities.

8.3 The first response to existing SEND or possible SEND is high quality teaching in all lessons and subjects, using differentiated strategies to target learning difficulties.

8.4 Prior to identifying a child as needing SEND support the class teacher will complete a 'Record of Concern' form and forward this information on the pupil to the Head of Learning Support / SENCO.

8.5 The SENCO will liaise with the class teacher to establish a clear analysis of the pupils needs.

8.6 The SENCO will inform the child's parents that progress is being considered due to age related levels not being met. The parent's views on this will be sought and recorded in a meeting or phone conversation with the SENCO.

8.7 With the agreement of the parent, the SENCO may assess the child in order to ascertain difficulty, attainment levels, identify cognitive difficulties or the possibility of cognitive difficulties.

8.8 Learning Support staff administer a range of assessments across the skills areas to identify need, collate information and pinpoint a starting point for individual support. This data will be considered and analysed alongside:

- Standardised whole-school assessments (e.g. GL Assessment, CAT4, NGRT, PTE and PTM)
- Educational Psychology or Specialist Teacher reports
- Information from previous schools
- The views of parents
- In-class observations
- Liaising with Learning Support Colleagues
- Assessments administered in the Learning Support Department

The following are included in the assessments used in the Learning Support Department:

General Ability:

- WRIT (Wide Range Intelligence Test)
- BPVS-3 (British Picture Vocabulary Scale)
- WIAT (Wechsler Individual Achievement Test)

Spelling:

- HAST-2 (Helen Arkell Spelling Test)

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- WIAT (Wechsler Individual Achievement Test)

Reading

- WIAT (Wechsler Individual Achievement Test)
- TOWRE (Test of Word Reading Efficiency)
- SWRT (Single Word Reading Test)

Reading Comprehension:

- YARC (York Assessment of Reading Comprehension)
- DRA (Diagnostic Reading Analysis)

Phonological Awareness:

- PhAB-2 (Phonological Assessment Battery)
- CTOPP-2 (Comprehensive Test of Phonological Processing)

Memory:

- TOMAL (Test of Memory and Learning)

Visual Skills:

- SDMT (speed of visual processing)
- TVPS (Test of Visual Perceptual Skills)

Handwriting:

- DASH (Diagnostic Assessment of Speed of Handwriting)
- Kinaesthetic Handwriting Course Assessment

Maths:

- Dyscalculia Screener
- FAM (Feifer Assessment for Maths)
- Steve Chinn Maths Anxiety Screener
- Steve Chinn Dyscalculia Assessment
- Access Mathematics Tests
- SENT-R (Sandwell Early Numeracy Test – KS1)
- SENT (Sandwell Early Numeracy Test – KS2)
- MALT (Maths Assessment for Learning and Teaching)

Assessment of Well-being and readiness for Learning:

- PASS (Performance Assessment of Self-Care Skills)

8.9 The SENCO and/or class teacher will meet with parents to discuss strategies to be put in place for support and/or to recommend that parents acquire a specialist assessment report, if appropriate.

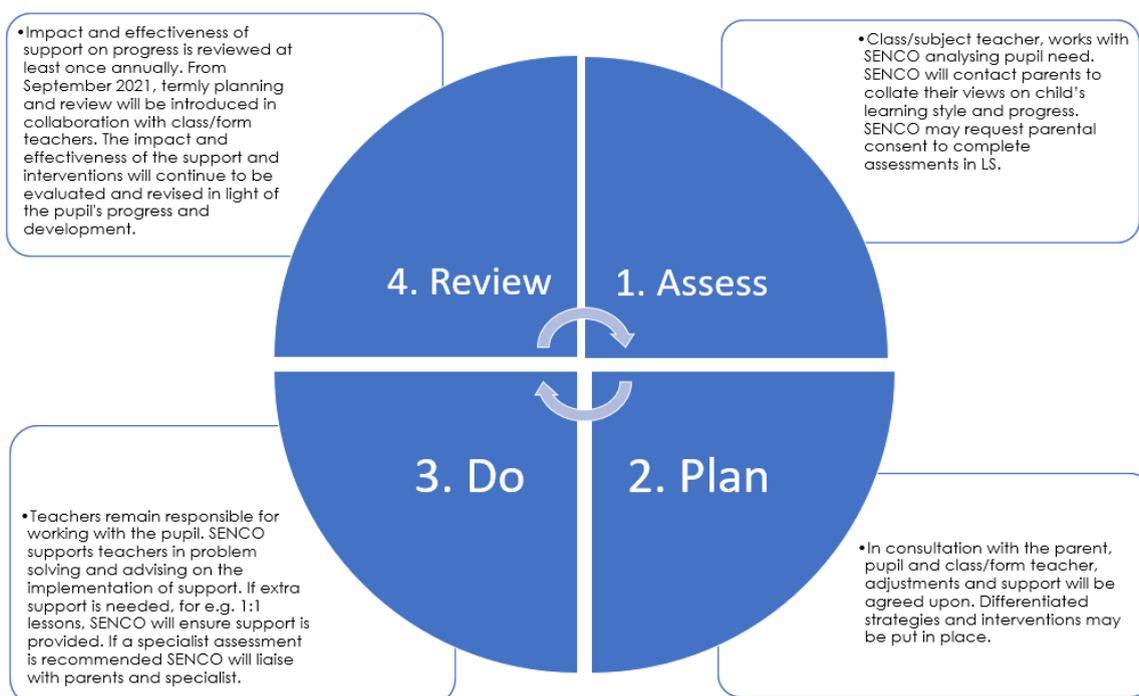
8.10 From September 2021, the SENCO will begin to transfer pupils Individual Needs Profiles (INPs) to Individual Learning Profiles (ILPs) and will introduce ILPs for all pupils on the Learning Support Register over the course of the academic year. This will ensure that all pupils who require learning support have an individual learning plan and a clear pathway of support that all staff are aware of and can contribute to across the curriculum areas. These ILPs will be reviewed by class teachers in collaboration with parents and pupils, on a termly basis, overseen by the SENCO.

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8.11 The **Graduated Approach** is therefore a cycle of pupil support that is applied as follows:



9 The SEND / Learning Support Register

9.1 The above process will assist the SENCO in determining whether a child should be entered on the Learning Support Register.

9.2 We are required by law to keep a record of those pupils who have been identified as having SEND and the provisions that we make for these pupils.

9.3 A pupil should be added to the Learning Support register if they are only able to meet expected targets with the support of additional or external help beyond that available through quality first teaching and differentiation. This may be in the form of targeted interventions in school, one to one lessons with a specialist teacher, a professional assessment and report, speech and language therapy or occupational therapy. This list is not exhaustive.

9.4 When a pupil makes sufficient progress and no longer requires the additional provision or support, they will be removed from the Learning Support Register. This decision will be made in consultation with the child and their parents.

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10 Education, Health and Care Plans

10.1 From 1 September 2014, there have been no new statements of SEN. Education, Health and Care Plans (EHC plans) have been introduced in place of the Statement of Special Educational Needs.

10.2 If difficulties manifest as severe, and despite ongoing class and individual support, little or no academic progress is evident, the Local Education Authority will be asked to assess the child. This may result in an Education and Health Care Plan. The recommendations will then be considered by all concerned, in order to determine the most appropriate course of action for the child.

11 Educational Reports

11.1 The Learning Support Register is managed by the SENCO and is updated and shared with staff at least termly.

11.2 The SENCO ensures that all staff are provided with the Learning Support Register and a list of strategies for teaching and learning in relation to pupils with SEND.

11.3 Pupils who have been assessed by external professionals and have a specialist report have an Individual Needs Plan (INP) created for them by the SENCO. This outlines the child's strengths, needs and strategies for supporting need. From September 2021, all pupils in Years 6, 7 and 8 who are on the Learning Support Register will have an ILP (Individual Learning Plan). The ILP will be completed by the class/form teacher in collaboration with, and guided by, the SENCO. From January 2022, all pupils on the Learning Support Register from Reception to Year 8 will have an ILP that will be maintained according to the graduated approach, by class / form teachers in collaboration with the SENCO.

11.4 From January 2022 teachers will review ILPs for all pupils on the Learning Support Register termly, in collaboration with learning support staff, the SENCO and by facilitating the parent and pupil voice.

12 Valuing and enabling the Parent and Pupil Voice

12.1 The Oratory Preparatory School welcomes parental involvement and seeks to gain as much information as possible about the child from their parents/carers.

12.2 Discussions are managed and processed with confidentiality and in a sensitive manner.

12.3 Parents are involved in the planning and review of INPs. From September 2021 parents will be invited to contribute to the assessment, planned support, and review of their child's needs on a termly basis.

12.4 Communication with parents is recorded and stored in their child's digital folder in the Learning Support drive. Some information is uploaded to iSAMS.

12.5 Learning Support staff include an 'All About Me' activity as part of our standard assessment process. From September 2021, pupils on the Learning Support Register will have a termly review with their class / form teacher.

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12.6 The SENCO shares a Parent and Pupil Survey annually which is specifically devised to acquire feedback on learning support provision. The survey covers Learning Support Department provision on teaching quality, targeted provision, interventions and any comments parents and pupils may wish to share.

13 External Agencies

13.1 In the Learning Support Department we regularly collaborate with external professionals, external agencies and local services such as the Local Authority, Educational Psychology, Speech and Language and Occupational Therapy services. This list is not exhaustive.

14 Exam Concessions

14.1 Schools are required by law to make reasonable adjustments while also ensuring that pupils who receive exam concessions, are not given any advantage that may be considered 'unfair'.

14.2 At the OPS we believe that all pupils with SEND should be afforded the opportunity to achieve to their highest potential by accessing the exam concessions allocated to them through specialist assessment.

14.3 The OPS follows the guidance for exam concessions set out by the JCQ.

14.4 Pupils with SEND who are in the Prep phase, have the option of sitting their exams in allocated classrooms with learning support specialist teachers. In this way, we ensure that specialist staff deliver exam concessions fairly and appropriately.

15 Transition from another school or to a new school

15.1 Transition can be challenging for pupils but particularly so for pupils with SEND.

15.2 In consultation with parents, the SENCO will notify the previous or receiving school about a pupil's learning support or SEND records, including the provision that has been made and targets met.

15.3 With the agreement of the parents, specialist reports and the child's INP/ILP will be forwarded to prospective schools upon request.

16. Inclusion and Admissions

16.1 The Oratory Preparatory School operates an inclusive approach which is reflected in our Equal Opportunities and Admissions Policy, available on the school website.

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17. Roles

17.1 All Schools:

All schools have a responsibility under the Equality Act 2010 to ensure that reasonable adjustments are made for pupils with SEND. They must also consider that pupils with SEND must not be in any way disadvantaged in accessing every aspect and part of the curriculum available to all pupils. The Senior Leadership Team, led by the Headmaster, must ensure that SEND resources are disseminated around the school for access by pupils with SEND. To ensure best practice, the Head of Learning Support and SENCO is a qualified teacher with relevant specialist qualifications.

17.2 Class and Subject Teachers

Class teachers and subject teachers are responsible for the progress of pupils with SEND.

17.3 The SENCO

- The SENCO is responsible for the application and implementation of the SEND policy and coordinating provision for pupils with SEND
- The SENCO guides and liaises with colleagues on identifying need and supporting pupils with SEND through higher quality teaching
- The SENCO works with parents, external professionals, and specialists to ensure that pupils with SEND receive appropriate support according to their needs
- Updates the Learning Support Register termly and shares with SLT, teaching and support staff
- Maintains records on all children who receive learning support provision of any kind
- Develops resources and effective methods of overcoming barriers to learning
- Oversees the production, completion and review of INPs and ILPs
- Liaises with teaching staff, support staff and SLT on SEND matters
- Liaises with SENCO's in senior schools to discuss transition for pupils with SEND
- Reads and summarises information from specialist reports and shares key information in an accessible format for teaching and support staff
- Organises, attends, and records meetings with parents, staff and external professionals
- Screens, observes, assesses and monitors pupils who may have, or who have, SEND
- Analyses data, uses data to monitor progress and to identify potential SEND or a need for support
- Liaises with, advises and supports parents of pupils with SEND
- Advises and supports teachers with differentiated strategies for support and strategies for implementing and embedding high quality teaching

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18. Storing and Managing Information (GDPR)

18.1 The SENCO will ensure that records are kept up-to-date and available for staff and parents when required.

18.2 All staff members have access to information on learning support pupils so that they can fulfil their responsibilities to make reasonable adjustments and provide higher quality teaching.

18.3 Paper copies of completed assessments are collated by the SENCO and Learning Support staff and any hard copies of information on children is kept in a filing cabinet in a secure storage unit.

19. Related Policies:

- EAL Policy
- Assessment Policy
- More Able and Talented Policy

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Appendix 1

A) Broad areas of need as set out in the SEND Code of Practice 2014:

Communication and interaction

Pupils and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Pupils and young people with ASD, including Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

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

Sensory and/or physical needs

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

Some pupils and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

B) Other considerations

Other considerations need to be taken into account as these may also impact on the progress and attainment of our pupils;

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- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Pupil
- Being a pupil of Serviceman/woman

C) Adequate progress

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the pupil and his peers from widening
- Closes the attainment gap between the pupil and his peers
- Shows an increased rate of progress than previously
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

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Appendix 2

Further Advice:

Advice, information and training (extracted from Annex 2 of the SEND Code 2014)

The following organisations provide advice, information and training on specific impairments:

- The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk)
- The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk)
- The Dyslexia SpLD Trust on dyslexia and literacy difficulties (www.thedyslexia-spldtrust.org.uk)
- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk)
- Each of these organisations is working with funding from the Department for Education to support the reforms to the SEN system.
- MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.
- The SEN Gateway (www.sendgateway.org.uk) enables access to a broad range of materials and support services across the range of SEN.
- Early Support provides a range of information materials to families and professionals (www.ncb.org.uk/earlysupport).

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