

MERCENFELD PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT

2022/2023



A very warm welcome to Mercenfeld Primary School. In this report, we set out how we provide for our pupils with Special Educational Needs and Disabilities and how we implement our Special Educational Needs and Disabilities Policy across the school. Throughout this report, the acronym SEND will be used in place of 'Special Educational Needs and Disabilities'.

In this report, you can find information on the following:

- Our coordinator of Special Educational Needs and Disabilities (SENDCo) (page 5);
- How we identify SEND (pages 5-6);
- Outside agencies that we work with (pages 6-7);
- Assessments carried out by our SENDCo (page 7);
- Areas of need (page 8);
- Individual provision maps and one page profiles (pages 8-9);
- Quality first teaching (page 9);
- Extra-curricular activities (pages 9-10);
- Additional provision for our SEND pupils (pages 10-11);
- How to raise a concern about your child (pages 11-12);
- How we ensure that our SEND provision is effective (page 13);
- How we monitor the progress of our SEND pupils (page 13);
- How we involve our SEND pupils in their education (page 13);
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- Transition arrangements for new pupils and those moving to secondary school (page 14);
- Handling compliments and complaints (pages 14);
- Links to further information and support (pages 15-16).

We are very fortunate to have had input from a number of our parents and carers in the writing of this report. On their advice, we have provided a glossary of SEND terms as the area of special needs is full of jargon and acronyms and this can be confusing and off-putting. We hope that our glossary will help. If, however, you are unsure about anything that you read in this report, or would just like to have a chat about it, then please do not hesitate to contact the school. Our Special Educational Needs and Disabilities Coordinator will always make the time to speak to you.

Glossary of SEND terms

ADHD – An acronym for **A**ttention **D**eficit **H**yperactivity **D**isorder.

ASD – An acronym for **A**utistic **S**pectrum **D**isorder.

EHCP – An acronym for **E**ducation, **H**ealth and **C**are **P**lan. An EHCP is a legal document which describes a pupil's special educational, health and care needs and sets out what extra help they require to meet these needs.

Inclusion – It is tricky to sum up inclusion into just a few words as the word encompasses so much. However, the essence of inclusion is ensuring that all pupils with SEND are fully involved in all aspects of school life, alongside their peers.

Intervention – A programme, or set of steps, put in place to help a pupil, or group of pupils, who are finding a particular area of learning difficult. Mercenfeld run many interventions for all areas of learning, some are specifically for our SEND pupils and some are not.

LSA – An acronym for **L**earning **S**upport **A**ssistant. You may also know our LSAs as **T**eaching **A**ssistants (TAs).

Mainstream School – A mainstream school is a maintained school or academy which is not a special school (a school exclusively for those with more complex SEND).

One Page Profiles – These contain information that it is important for all adults working with a pupil to know about them. They contain information such as *'Please don't make eye contact with me for too long as it makes me feel really uncomfortable'* and *'I need to sit on my wobble cushion on the carpet'*. Every SEND pupil at Mercenfeld has a One Page Profile. One Page Profiles are written with the pupil.

OT – An acronym for **O**ccupational **T**herapy/**T**herapist

Provision – In this report, the term provision refers to the support provided for pupils with SEND.

Pupil Progress Meetings – Each class teacher will have a Pupil Progress meeting at least once a term with a member of our senior leadership team. In these meetings, the progress and attainment of pupils in Reading, Writing and Numeracy is formally reviewed. The meetings provide an opportunity to celebrate what has worked well and contributed to good progress and to identify those pupils who have not made expected progress. Concerns about other areas of pupils' development can also be discussed at these meetings.

SALT – An acronym for **S**peech and **L**anguage **T**herapy/**T**herapist

SEND – An acronym for **S**pecial **E**ducational **N**eeds and **D**isabilities

SENDCO – An acronym for **S**pecial **E**ducational **N**eeds and **D**isabilities **C**oordinator

SEND Code of Practice – Legal Government guidance for schools and other organisations who work with children and young people with Special Educational Needs and Disabilities. It sets out our legal requirements when working with pupils with SEND.

SEND Intervention Funding – This is time-limited funding which is given to support a pupil for a particular period of time. Usually this time is for a Key Stage. EYFS is Reception only, Key Stage One is Years 1 and 2 and Key Stage 2 is Years 3 to 6. This was previously known as Top Up Funding.

SEND Policy – A document written by Mercenfeld School, which sets out the vision, values and aims for our SEND arrangements.

SEND Register – A central record of all pupils with SEND throughout the school.

SEND Support – The majority of pupils with SEND are at SEND Support level. This means that they require additional support within school to make good progress but that they do not receive any additional funding for this.

Special School/ specialist provision – A special school, or specialist provision, is a school catering exclusively for students who have Special Educational Needs and Disabilities.

An introduction to our Special Educational Needs and Disabilities Coordinator (SENDCo)

Mercenfeld's SENDCo is Laura Kasler. Mrs Kasler is an experienced Primary School teacher and also holds the SENDCo Award. This is a postgraduate qualification in coordinating provision for pupils with Special Educational Needs and Disabilities in a school.

As SENDCo, Mrs Kasler's key responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy across the school from Reception to Year 6;
- Supporting the identification of pupils with SEND;
- Supporting teaching staff in meeting the needs of SEND pupils in their classroom;
- Monitoring the progress of pupils with SEND;
- Evaluating the effectiveness of SEND provision across the school;
- Communicating with pupils with SEND and their parents;
- Liaising with external agencies, such as educational psychologists, paediatricians, speech and language therapists and occupational therapists;
- Applying for Top Up Funding and Educational Health Care Plans;
- Reviewing Education Health Care Plans;
- Ensuring that the school's SEND register is kept up to date.

Mrs Kasler is non-class based, meaning that she does not teach a class. This allows her to focus on our SEND pupils. Mrs Kasler is in school from 10am-2pm on Mondays and Wednesdays and all day on Tuesdays. She can be contacted through the school office on 01530 243151 or via email at office@mercenfeld.bepschools.org.

How do we identify pupils with SEND?

The identification of pupils with SEND is built into our overall monitoring cycle, through regular pupil progress meetings. However, teachers can refer a pupil to the SENDCo at any time if they have a concern.

Once Mrs Kasler (SENDCo) receives a referral form, she will:

- Discuss concerns with the class teacher;
- Observe the pupil in class;
- Look at attainment and progress data for the pupil;
- Carry out her own assessments with the pupil;
- Meet with the pupil's parents/carers.

In some cases, it may be necessary for the pupil to be referred to an agency outside of the school in order to gain further specialist knowledge of their needs. Please see 'Outside Agencies' for further information on this.

Once this is complete, a decision will be made as to whether the pupil should be brought onto the school's SEND register. This decision will be made together with the parents/carers.

In line with the SEND Code of Practice, a pupil will be recognised as having a learning difficulty or disability if he or she;

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or;*
- *Has a disability that prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.*

Outside Agencies

Mercenfeld work with a number of outside agencies, including:

Speech and Language Therapist (SALT)

When a pupil is referred to the NHS SALT team, their initial appointment will be at one of their clinics, outside of school. After that appointment, if the pupil is taken onto the SALT team's caseload then they will be seen in school by the speech and language therapist assigned to our school. The SENDCo will make this referral and will always involve parents/carers in the process.

Educational Psychologist

We may refer a pupil to the Educational Psychology Service if, despite the support strategies put into place by the class teacher and SENDCo, they are not developing/learning as they should. The SENDCo will make this referral and again, parents/carers will always be fully involved. Historically, an Educational Psychologist was also involved when a diagnosis of autism was being explored for a pupil, however the diagnostic process in Leicestershire has now changed and educational psychologists are no longer involved in autism pathway work.

Community Paediatricians

Referrals to community paediatricians are usually made by the parents/carers through the family GP. The SENDCo and/or class teacher can write a supporting letter if needed. Community Paediatricians may be involved with pupils for a number of reasons, including:

- Complex communication difficulties, including where Autistic Spectrum Disorder is suspected.
- Concentration and attention difficulties, impacting on learning progress. This includes Attention Deficit Hyperactivity Disorder (ADHD).
- Learning difficulties restricting access to learning activities, *if* an assessment by an Educational Psychologist suggests that a medical assessment would be helpful.

Specialist Teaching Service: Autism Outreach Team

This service offers advice, support, training and direction around Autism Spectrum issues for those involved with young people with a diagnosis of Autism Spectrum Disorder.

Occupational Therapy

A referral to the Children's Occupational Therapy Team may be made for a pupil who has difficulties which prevent them from carrying out age appropriate, everyday tasks, such as self-care (toileting, dressing, eating, school work (using scissors, drawing/writing) and/or play and leisure (riding a bike, catching a ball).

School Nursing Team

The School Nursing Team can offer support for a range of issues, including:

- Support for parents/carers in behaviour management
- Advice and support on health issues for children with on-going health needs,
- Promoting healthy weight/lifestyles
- Promoting emotional health and wellbeing.

Child and Adolescent Mental Health Service (CAMHS)

CAMHS is an NHS Mental Health Service who offer support with mental health problems, for example depression, eating disorders and developmental disorders such as autism and dyslexia. GPs, School Nurses, Paediatricians and SENCOs can make a referral to CAMHS.

What sort of assessments can be carried out by our SENDCo?

As mentioned above, Mrs Kasler carries out assessments as part of the identification process. These assessments may include:

The British Picture Vocabulary Scale (BPVS) - This is a one-to-one test that assesses a pupil's understanding of vocabulary. It can help to identify delays in a pupil's language development.

Dyslexia Portfolio - This is a 1:1 diagnostic assessment which provides a profile of a pupil's strengths and weaknesses in the area of Literacy. It also indicates whether a pupil is displaying; no, few, mild, moderate or severe signs of dyslexia. The portfolio cannot give a pupil an official diagnosis of dyslexia.

Phonological Assessment Battery - This assessment offers a comprehensive battery of tests that help assess phonological awareness in pupils. Phonological awareness is a pupil's ability to recognise and work with units of sound. It helps identify the phonological difficulties some pupils have in learning to read. In turn, this allows appropriate intervention to be provided to help improve underlying literacy skills.

Boxall Profile - An assessment of social, emotional and behavioural difficulties in pupils.

NARA Reading Assessment - This measures the accuracy, comprehension and rate of reading in pupils.

Working Memory Assessment - Working memory is a pupil's ability to hold short-term information in their mind while using that information to complete a task.

Salford Reading Assessment - This assessment provides standardised scores and reading ages for pupil's decoding skills (their ability to read the words, rather than understand them).

Numeracy Assessment – Mrs Kasler has a number of assessments which can help to provide an understanding of pupils' numeracy ability.

Areas of Need

In line with the SEND Code of Practice, the needs of all pupils on Mercenfeld's SEND register fall within one or more the following areas of need:

Communication and Interaction: This includes difficulties with the expression and understanding of speech and language and difficulties with the social side of communication. Pupils on the Autistic Spectrum will have needs which fall into this area.

Cognition and Learning: Needs in this area impact on specific areas, such as reading, writing, spelling and mental calculation. Working memory, and processing difficulties come into this area of need.

Social, Emotional and Mental Health: Pupils may experience a range of social and emotional difficulties which can present themselves in different ways, including becoming withdrawn or displaying challenging or disruptive behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other pupils may have difficulties such as Attention Deficit Hyperactive Disorder or attachment needs.

Sensory and Physical Needs: Some children and young people require special educational provision because they have a disability which makes it difficult for them to access education. For example, a pupil may have a visual or hearing impairment.

We would never use these areas of need to pigeon hole a pupil but, understanding where a pupil's primary needs lie gives teachers a good starting point from which to support them and it helps our SENDCo when it comes to organising interventions and deploying resources across the school.

Individual Provision Maps

Once a pupil is brought onto Mercenfeld's SEND register, their class teacher will produce an individual provision map which details the provisions/interventions and support strategies in place which are in addition to the learning already provided by high quality first teaching. These will be shared with parents/carers.

SEND Provision Reviews


Once a pupil is brought onto the SEND register, parents/carers will be invited to meet with the class teacher to discuss the strategies and interventions which will be put in place to meet the pupil's needs in school.

Parents/carers will then be invited to meet with the class teacher for a SEND provision review once each term. This can be in person or over the phone.

One page profiles

All pupils on our SEND register have a one page profile. Over the page is an example for you to have a look at. The only difference is that the 'real' ones have the pupil's photograph on. One Page Profiles are completed by the class teacher or Learning Support Assistant (LSA) with the pupil. We have found them useful in helping us to learn important things about our pupils; things which we would otherwise

never have known and just taking the time to find about these things can be very powerful in helping pupils to form relationships with key adults.

<h1 style="color: red; text-align: center;">Pupil Name</h1>	<p style="text-align: center;"><u>My areas of need</u></p> <p>I like to have help with maths, having ideas for my writing. I have autism.</p> <p style="text-align: center;"><u>This means that</u></p> <p>I need more time to process information and to work out what to write. I also need regular prompts I do not understand sarcasm and need people to speak literally to me.</p>	<p style="text-align: center;"><u>My hobbies and interests</u></p> <p>I like playing with my birthday toys. I really like riding my bike with my Mummy and sister.</p>
<p style="text-align: center;"><u>Resources that help me most</u></p> <p>Ear defenders help me to concentrate because they block out loud noises. I like visual prompts. I like my weighted blanket when I feel upset.</p>		<p style="text-align: center;"><u>I find it difficult...</u></p> <p>Trying to find information when we have to research something. To focus in a noisy place. To organise myself for learning. I need help to do this. To understand complicated words. To remember long instructions.</p>
<p style="text-align: center;"><u>Important things to know about me</u></p> <p>My family is special to me. I have a few good friends. I like routines and to know what is going to happen beforehand. I need a trusted adult to check in with me to see how I am doing because I find it hard to communicate my feelings</p>	<p style="text-align: center;"><u>I learn best when...</u></p> <p>I have an adult working with me, either on my own or in a group. My learning is broken down into small steps. I have helicopter support from a trusted adult. I have regular prompts from an adult to keep me on task. I have chance to go back over learning lots of times.</p>	<p style="text-align: center;"><u>My aspirations</u></p> <p>I would like to be a vet and take care of animals. I want to be in the Olympics riding my bike.</p>

Quality First Teaching

Class teachers make adaptations to the curriculum and differentiate all learning to meet the needs of all pupils and we strongly believe that all teachers are teachers of pupils with special educational needs. Quality first teaching is essential for all pupils to reach their full potential. Within the classroom, it is expected that all pupils are given equal access to learning support from the class teacher and the LSA. Through teachers' planning, pupils are given the opportunity to work as part of the class, in pairs, small groups and individually.

Where possible, we make adjustments to the school environment to meet the needs of some of our pupils and our Accessibility Plan is reviewed regularly. Additionally, we can provide ergonomically adapted equipment and resources e.g. cutlery, pencil, pens, writing boards, movement cushions. We liaise closely with outside agencies and providers of specialist equipment for individuals. We are committed to ensuring that our curriculum can be accessed by all pupils so, when required, and when we are able to do so, resources to enable this are purchased through our school budget. We are also fortunate enough to be supported by our hard-working parent group Friends of Mercenfeld (FOM), who have been instrumental in providing equipment to support pupils.

Extra-Curricular Activities

At Mercenfeld, we offer a wide range of extra-curricular activities which vary over the school year and which aim to offer new experiences and opportunities for our pupils. All pupils, including our SEND pupils, are encouraged to participate in the extra-curricular clubs and to take part in all excursions and residential visits on offer as far as possible. We foster an inclusive approach and endeavour to make reasonable adjustments to ensure that all of our pupils are included in all areas of school life.

What additional provision do we offer for pupils with SEND?

In addition to quality first teaching, in order to further support our SEND pupils to meet their learning targets and to make at least good progress across the curriculum, we also offer a variety of tailored and specific interventions. The provision offered to each child with SEND is unique but it may include:

- **1:1 speech and language** therapy programmes. For the pupils who need these, individual programmes are provided by our Speech and Language Therapist;
- **Speech and language groups** to support expressive and receptive (the understanding of) language;
- Small group **Working Memory** interventions;
- 1:1 and small group work to support specific concepts and skills in **maths, reading, spelling, grammar, phonics and sentence construction**;
- **Fine motor skills groups**. Fine motor skills are the ability to make movements using small muscles in the fingers, hands and forearms;
- **Gross motor skills groups**. Gross motor skills are abilities that involve the large muscles of the arms, legs and torso;
- **Direct Precision Teaching**. We use Direct Precision Teaching (DPT) primarily to develop a pupil's ability to read words on sight. This is a 1:1 intervention which takes place 4-5 days a week focusing on a key set of sight words linked to the pupil's reading book;
- **Toe by Toe**. This is a 1:1 intervention designed for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties. Toe by Toe teaches syllable division using 'polynons' (nonsense words) and then applies these rules to words with multiple syllables. For more information please visit <https://toe-by-toe.co.uk/what-is-toe-by-toe/>.
- **Plus 1**. This is a 1:1 numeracy intervention. The book is essentially a coaching manual which teaches all the building blocks of numbers and begins to develop skills with mental calculations.
- **Power of 2**. Another 1:1 numeracy intervention which follows on from Plus 1. It teaches all the mental maths required by the new Mathematics Curriculum. Power of 2 is essentially about putting in place the building blocks of number and developing skills with mental calculations.
- **Word Wasp**. 'Wasp' stands for: **W**ord **A**rticulation, **S**pelling and **P**ronunciation. This is an intervention designed to support older (in our case KS2) pupils who are finding reading difficult. Word Wasp is based on an understanding that to read and write it is essential to know how

letters correspond to sounds and how to use this knowledge to read and spell. For more information please visit <https://www.wordwasp.com/>.

- **PAT - Phonological Awareness Training.** This intervention can be carried out 1:1 or in small groups. PAT is designed to develop speed, fluency and accuracy in word finding, spelling and handwriting. For more information please visit http://www.directphonics.co.uk/pat_introduction.html.
- **Social communication groups.** These groups help pupils who are struggling to interact with others to develop the skills needed to behave appropriately in social situations;
- **Time to Talk.** Groups run at lunchtimes to encourage pupils to discuss mental health and in particular, anxiety.
- **The Beehive.** The Beehive is a small group with a high staff to pupil ratio. It focuses on pupils' social and emotional development.
- **Garden Rangers and Forest School Sessions.** These are weekly groups, both run by Dani Pattuzzi, who is a qualified Forest Schools Leader. The aims of these groups are to encourage, motivate, engage and inspire our pupils through positive outdoor experiences. Both groups have great social and emotional benefits.

Interventions may be 1:1 or in small groups, they may be run by the class teacher, LSA or SENDCo and they may take place inside or outside of a pupil's classroom.

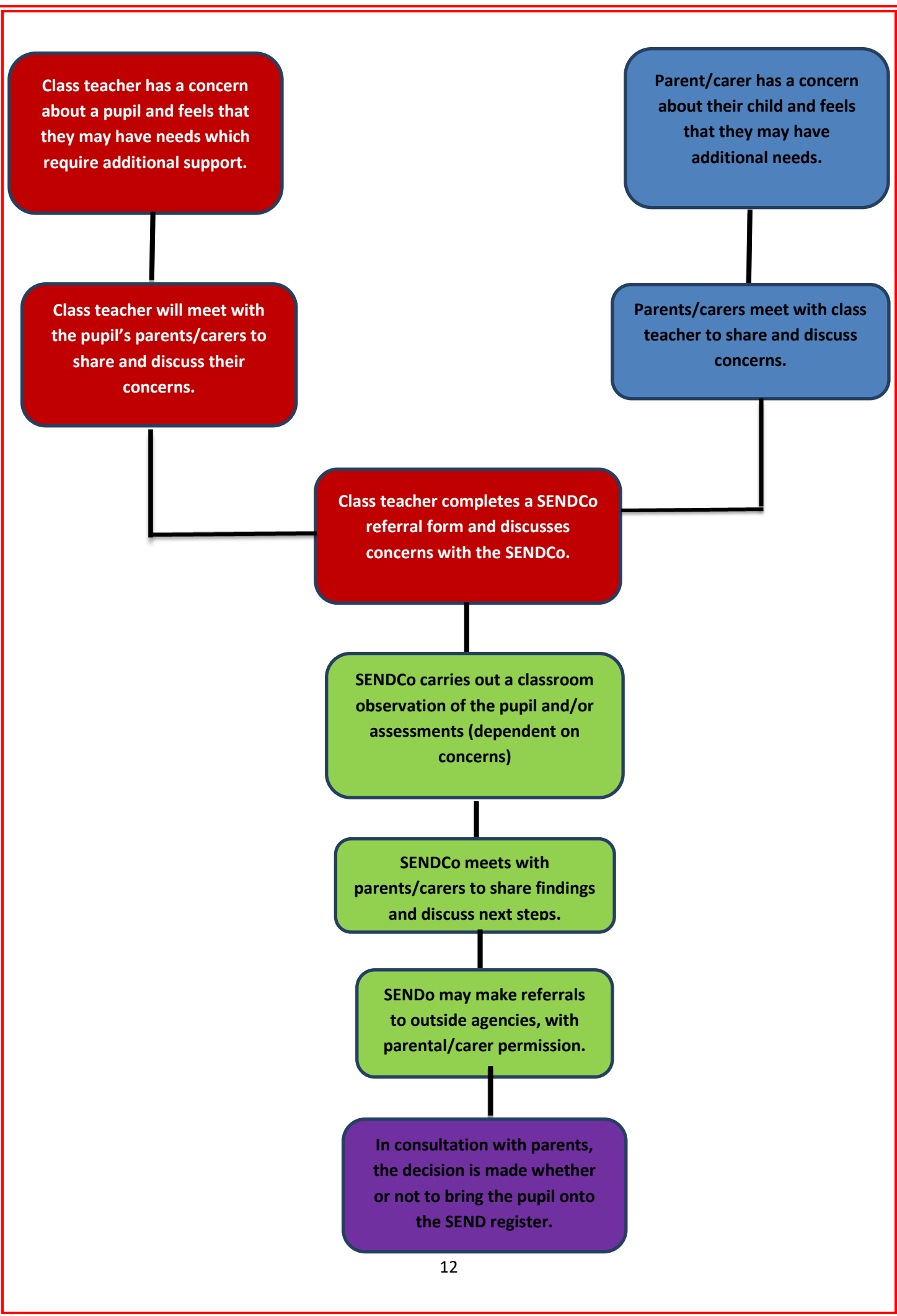
Class teachers also adapt the classroom environment, learning and resources to meet a pupil's individual needs.

What should I do if I have a concern about my child?

When a parent/carer is concerned that their child may have additional learning needs, their first port of call should be their child's class teacher. Class teachers are with their pupils every day and in the best position to comment on such concerns. The class teacher will ensure that any and all concerns raised by parents are listened to and taken seriously. After meeting with parents/carers, the class teacher can then pass these concerns on and make a referral to our SENDCo.

This does not mean that parents/carers are not welcome to contact Mrs Kasler; she will always make time to meet/talk with you and ensure that all concerns are acted upon. We just ask that the class teacher is contacted in the first instance. We have found the process to be more efficient when the class teacher is involved and fully understands any concerns that parents/carers may have.

On the next page you will see a flowchart which shows the process once a concern about a pupil is raised.



How do we make sure that our SEND provision is effective?

The impact of **all** provision is carefully monitored by class teachers and senior leaders (including the SENDCo) so that next steps can be planned for pupils and the best possible outcomes achieved for all of our pupils. School Governors and subjects leaders are also involved in this monitoring process. The SENDCo uses information from a variety of sources to evaluate the effectiveness of interventions, including:

- Feedback from pupils, teachers and support staff
- Results of assessments which are carried out at the start and end of an intervention programme
- Observations of interventions
- Intervention records
- Class observations and looking at pupil books, in order to see how well pupils are transferring skills from interventions into classroom learning.

How do we monitor the progress of our SEND pupils?

Class teachers are both responsible and accountable for the progress and development of all pupils in their class. The SENDCo tracks the progress of all of the pupils on the SEND register through analysing and reviewing the following data:

- Whole school and year group data
- Pupil Progress data
- Small step trackers
- Observations
- Feedback from pupils, parents, class teachers and support staff
- Attendance
- Reports from outside agencies
- Results of standardised assessments

Every child at Mercenfeld is tracked carefully not only on their attainment but also on their progress. We also take great care to ensure that emotional, social and developmental needs are considered as a key measure and we view these as integral to a pupils' profile and achievements.

How do we involve our SEND pupils in their education?

Where appropriate, pupils are invited to attend their provision review meetings. We value the voice of our pupils and their views will be heard. Pupils are involved in creating and updating their own One Page Profiles and are encouraged to share their strengths and difficulties through self-assessment systems. We hold pupil interviews as part of our assessment and monitoring process, where we share views on the pupils' progress towards meeting outcomes and support them in realising their learning strengths and weaknesses.

SEND Intervention Funding and Education Health and Care Plans (EHCP)

The needs of the majority of pupils on our SEND register can be met through SEND support (high quality teaching and targeted interventions). However, some pupil's needs are more complex and SEND Support is insufficient to meet their needs. In these cases, our SENDCo may apply for higher needs funding from the local authority. This funding enables us to offer additional support to a pupil, individualised to their specific needs. Higher needs funding can be given in two forms:

SEND Intervention Funding - This is time-limited funding which is given to support a pupil for a particular period of time. Usually this time is for a Key Stage. EYFS is Reception only, Key Stage One is Years 1 and 2 and Key Stage 2 is Years 3 to 6. This was previously known as Top Up Funding.

Education, Health and Care Plans (EHCP) - This is a legal document that describes a pupil's special educational, health and social care needs. It explains the extra help that must be given to meet those needs and how that help will support the pupil to achieve what they want to in their life. An EHCP must be reviewed every year. If a pupil requires it then they may keep their EHCP until they are 25 years old.

We can apply for higher needs funding but it is the local authority who make the decision whether or not to provide it and how much to provide.

How do we manage transitions for our SEND pupils?

Our Early Years Foundation Stage (EYFS) team liaise with the pre-school settings and transition meetings are set up in the summer term for all pupils. Our EYFS staff arrange home visits to all new EYFS pupils in September to forge relationships with our families.

For those pupils with SEND, our SENDCo and EYFS teacher will liaise with agencies already involved with the pupil. We value initial involvement in meetings with the pre-school settings, the family, professionals and the pupil themselves to enhance the transition and to prepare as fully as possible to meet the pupil's needs when they start at Mercenfeld. We encourage extra transition visits for SEND pupils.

Our SENDCo meets with the SENDCo/s receiving our Year 6 pupils in the summer term in order to share the pupil's journey through Mercenfeld, their profile and their SEND needs. All SEND paperwork is transferred to secondary school at the end of the school year. Transfer days are arranged for all our Year 6 pupils and additional and bespoke arrangements are made for our SEND pupils who require this. These arrangements are individual to the pupil and their needs. We encourage parents/carers of pupils with SEND to make contact with the transfer school to share any concerns that they may have and to discuss their child's strengths and weaknesses.

Who do I talk with if I have a compliment or complaint?

Should you be happy with the provision your child receives, there is nothing better than telling the teacher, learning support assistant or Mrs Kasler! If you are unhappy, then we encourage you to first discuss your concerns with your child's class teacher. However, if you do not feel that a complaint has been resolved satisfactorily then please our complaints policy, which can be found on our school website.

Who can I contact for further support and information?

The Local Offer

Leicestershire County Council's Local Offer brings together in one place, information about health, education and social care support available to families of pupils with SEND.

Website: www.leicestershire.gov.uk/local-offer

The Local Authority now publish a termly newsletter - Leicestershire Local Offer Newsletter. If you would like to receive this then please email leicestershirelocaloffer@leics.gov.uk to join the mailing list.

SEND Information, Advice and Support Service (SENDIASS Leicestershire)

You can get advice, information and someone to speak for you if you're having difficulties with getting your child the help and care that they need.

Telephone: 0116 3055614

Email: Sendiass@leics.gov.uk

Independent Parental Special Educational Advice (IPSEA)

The IPSEA offers independent legally based advice, support and training to help get the right education for children and young people with special educational.

Website address: www.ipsea.org.uk

Autism Outreach Service

Telephone: 0116 3059400

Email: AOSTraining@leics.gov.uk

ADHD Solutions

This is an organisation set up to provide information, help and support for children, young people, and adults with ADHD - Attention Deficit Hyperactivity Disorder - their families and anyone who supports them or works with them.

Address: St Gabriel's Community Centre, Kerrysdale Avenue, Rushey Mead, Leicester, LE4 7GH.

Telephone: 0116 261 0711

Website: <http://www.adhdsolutions.org/>

Educational Psychology Service Leicestershire

Telephone: 0116 305 5100 (Tue-Thu)

Email: psychology@leics.gov.uk

Vision Support Team and Hearing Support Team Leicestershire

Please contact the Specialist Teaching Service on 0116 305 9400 who will direct your enquiry.

We really hope that you have found this information helpful. If you have any questions or would like to discuss our SEND provision further then please do not hesitate to contact Mrs Kasler via the school office, who will be more than happy to help.