



SEND Policy

Date of last review by Local Governing Body	October 2025
Review cycle	Annual
Policy due for review by Local Governing Body	October 2026

We believe in valuing young people and treating them with respect. All pupils are supported to achieve their best, and to make personal progress, but a key focus for us is the support of children with SEND needs. We cannot diagnose, but we can help to identify needs which impact learning or engagement and ensure that there is support in place to help all of our children to overcome barriers, make progress and feel positive about themselves and their achievements.

We know that, with any change in school placement, there will be anxiety about how your child's needs will be met. Our team works hard to support student needs in school, with a broad and balanced curriculum, personalised work, supportive teaching strategies, 1:1 specialist intervention for a range of needs, and good communication to ensure that support is consistent for our pupils.

We are keen to work with parents to ensure the best outcomes for our pupils, both academically and with their social, emotional and mental health needs.



This policy should be read in conjunction with the SEND Information Report

This policy should also be read in conjunction with the following school policies; Behaviour Policy, Equalities Policy, Safeguarding Policy and Complaints Policy.

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

Children and Families Act 2014

SE 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

Definition of 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 15)*

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, p16)*

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Estuary Academy North (EAN) is a cross phase pupil referral unit which caters for pupils on site across Key Stage 3 and 4. The service also offers outreach and support for the Primary Phase. The service educates pupils from a wide geographical area and consists of two sites. Pupils can be on a short respite stay or can be with the service for long term provision. EAN works closely with pupils' mainstream schools to support the transition process between provisions.

We recognise that many pupils join EAN with years of poor attendance and significant gaps in their learning. Behaviour may have masked other underlying special needs such as speech and language difficulties, moderate learning difficulties and sometimes specific learning difficulties such as autistic spectrum conditions, ADHD, Tourette's and hearing or vision issues.

EAN is committed to providing the highest quality education for all which supports pupils to make successful transfers back to mainstream provision, onward routes to specialist provisions where appropriate or to achieve ambitious destinations. EAN is a learning and caring community, where all members - pupils, teachers, parents, staff and the management committee - play a key role in building this community. We recognise and celebrate the contributions made and we show respect for all. Working together in an inclusive manner, we are all striving to achieve our very best whilst acknowledging that that will look different for each of us.

1. The kinds of special educational need for which provision is made at the school

The admission arrangements for pupils without an Educational, Health, Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs. All pupils who join EAN are considered to have special educational needs due to their Social, Emotional and Mental Health (SEMH) needs.

At EAN we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan beyond the typical provision made for each and every child's SEMH needs. For instance, the service supports dyslexia, dyspraxia, speech and language needs, ASC, learning difficulties and behaviour difficulties. 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 also be met within the SEND core standards as set out by the Code of Practice.

As set out by the PRU agreement (KCC), we are unable to provide admission and support for students with a finalised EHCP. However, we recognise that some pupils who are referred to us need the ongoing level of support which can only be achieved through the award of an EHCP. We work collaboratively with parents, students and mainstream school to decide if this is appropriate. We then fully support the process in the most appropriate way possible, including facilitating expert testing, providing in-house evidence of need, completing Appendix 2s, meeting with stakeholders and providing updates to Educational Psychologists.

Should an EHCP be awarded to a student during their time with us, appropriate and timely transition plans are put in place to support them in moving to the best provision to meet their needs, either named on the EHCP or identified in conjunction with their parents and mainstream school. In rare situations where an EHCP is awarded near the end of a student's time at EAN, or at a point in their KS4 where transferring schools would negatively impact their GCSEs, we may decide to continue to work with that student until the natural point of moving, working collaboratively to ensure the most appropriate destination is secured and transition work is undertaken.

At EAN, we endeavour to achieve maximum inclusion of all pupils (including vulnerable learners) whilst meeting their individual needs. This means we ensure all pupils have full access to an appropriate broad and balanced curriculum. We are clear that whilst Special Educational Needs might be an explanation for delayed or slower progress it is not an excuse, meaning we strive to narrow the gap in attainment between vulnerable groups of learners and others (please see our SEND Foundations for Curriculum Ambition document for a clear overview of this).

It is also worth noting that English as an Additional Language (EAL) is not considered a Special Educational Need. However, we recognise that to support EAL learners they will require differentiated work and individual learning opportunities which form part of our provision for vulnerable learners.

We recognise that to support the progress of our vulnerable learners, one of the aspects we must focus on most heavily is the promotion of 'children's self-esteem and emotional well-being' helping them to 'form and maintain worthwhile relationships based on respect for themselves and others.' (National Curriculum, 2000).

Furthermore, we recognise that students with Special Educational Needs are more vulnerable to abuse and exploitation and we must therefore be mindful of this in our dealings with pupils and be proactive in our approach (please see our Child Protection and Safeguarding Policy for more information).

2. Information about the policy for identification and assessment of pupils with SEN

At EAN we assess pupils on entry as well as monitor the progress of all pupils 3 times a year to review their academic progress. We also use a range of assessments with all the pupils at various points including

- Language link - screening and follow up as needed
- Spelling age - on entry and at the end of intervention periods if appropriate
- Reading age - on entry and at the end of intervention periods if appropriate
- Boxall – on entry, mid-point and return for respite students, three times per year for long-stay students
- Past papers - on entry and three times per year

Additionally, where it is noted that a student has particularly low scores, or are struggling to access assessment tasks, access arrangement tests may also be

undertaken (long-stay students only). These are completed separately by our SENCO, Dawn Johnson, who is qualified to do so.

Where needs are identified or a student is making insufficient progress, the service has a full spectrum of interventions which can be deployed at different levels to ensure every student has the support they need to reach their full potential. The SEND team are fully training and supported to each deliver a specific intervention or set of intervention to ensure the highest quality possible. These follow the 'Assess, Plan, Do, Review' cycle and are regularly monitored through the SEND team meetings, SENCO observations and Inclusion Lead's audits.

The interventions offered include, but are not limited to:

- Numicon and Success@arithmetic
- Phonics and spelling support (RWI, Toe-by-toe, other appropriate phonic programmes)
- Reading – reading for meaning, comprehension, speed and fluency, inference and deduction, pre-reading for specific subjects
- Handwriting and fine motor skills
- Pre-teaching for key maths and English concepts
- Sensory Circuits
- SEMH interventions including Draw and Talk, Lego Therapy and anxiety support
- Transition and outreach intervention
- Sensory room use (see Sensory Room Policy)
- Counselling
- ASC and ADHD grounding, sensory and settling support
- Mentoring
- Speech programmes, such as language link

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of complex need. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At EAN we are experienced in using a range of assessment tools. We also have access to external advisors who are able to use a further range of assessment tools to provide additional information.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into the student's Bespoke Education Support Plan and reviewed regularly. These are then refined or revised as necessary. At this point we will have identified that the pupil has a special educational need (beyond SEMH, recorded as their primary need) because the school is making special educational provision for the pupil which is additional and different to what is normally available.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. EduKey software is creatively used to ensure a timely flow of updated information between teachers, pastoral team and the SEND team through a range of documents, including Pupil Passports, Teacher Passport and Bespoke Education Support plans. All members of staff have the appropriate access to EduKey, ensuring they are able to fully understand and support each student's needs.

To understand this process further please see the SEND provision flowchart which forms part of the SEND Information Report.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

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

Each review of the Bespoke Education Support Plan will be informed by the views of the pupil, parents, subject teachers and SEND Mentors and the assessment information from the SEND team and 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 pupils with or without an 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 management committee. Please note, that in the majority of cases, at EAN we are unable to admit students with EHCPs due to the PRU agreement (KCC).

Our commitment to ensuring the effectiveness of provision relies on our secure monitoring and evaluation processes for the interventions and support we offer in an open and honest way. We carry this out in the following ways:

- Classroom observations
- Work sampling
- Teacher discussions with SENCO
- SEND focus learning walks
- Informal feedback from staff, pupils and parents
- SEND team meeting discussions
- Team Around the Child and Team Around the School meeting discussions
- Alongside data monitoring and whole school assessment approaches

3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments as appropriate to their needs. Using these assessments, it will be possible to see if pupils are improving their level of skills in key areas.

If these assessments do not show adequate progress is being made the Bespoke Education Support Plan will be reviewed and adjusted.

3c. The school's approach to teaching pupils with special educational needs

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

At EAN the quality of teaching is judged as Good in the last Ofsted inspection and the school is working closely with all stakeholders to improve this to Outstanding.

We follow the Mainstream Core Standards (<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>) advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external precision teaching, small group teaching, use of ICT software learning packages as well as vocational subject teaching. 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 pupils with special educational needs

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

It is our intention to ensure continuously that the curriculum and learning environment are appropriate for all children. We have the following in place:

Buildings

- Disabled toilet facilities
- Vocational subject specific provision
- Intervention rooms with space for SEMH support
- Counselling specific rooms
- Sensory rooms

Curriculum

- Respite SEMH specific curriculum
- Curriculum design reflecting need for engagement and pupil destinations
- Success@arithmetic and Numicon
- Language link

Staff training

- INSET training for all staff on SEND
- SEND Mentors responsible for specific interventions with ongoing training and support
- SEND Mentors developing areas of expertise

We will continue to develop:

- Curriculum enrichment and deepening of pupils' understanding
- SEND knowledge and expertise amongst staff
- Teaching of comprehension skills and the love of reading
- SEND systems and monitoring

3e. Additional support for learning that is available to pupils with special educational needs

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 personalised teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. 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 pupils with high needs, and above that amount the Local Authority should provide top up to the school through Higher Needs Funding. Due to the funding arrangements at EAN, we are unable to apply for Higher Needs Funding however, we are committed to providing the same level of support as set out through Higher Needs Funding.

3f. How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at EAN are available to pupils with special educational needs. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

3g. Support that is available for improving the emotional and social development of pupils with special educational needs

At EAN we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance tutor time and SMSC events and indirectly with every conversation that adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we can also provide the following: access to counsellor, a range of SEMH intervention options, access to sensory rooms, mentor time with a member of the senior leadership team, external referral to CAHMs and intervention space for the pupil to use when necessary. Further provision is regularly added to reflect the needs of our pupils.

Pupils 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 pupils who do not need this support.

4. The name and contact details of the SEN Co-ordinator

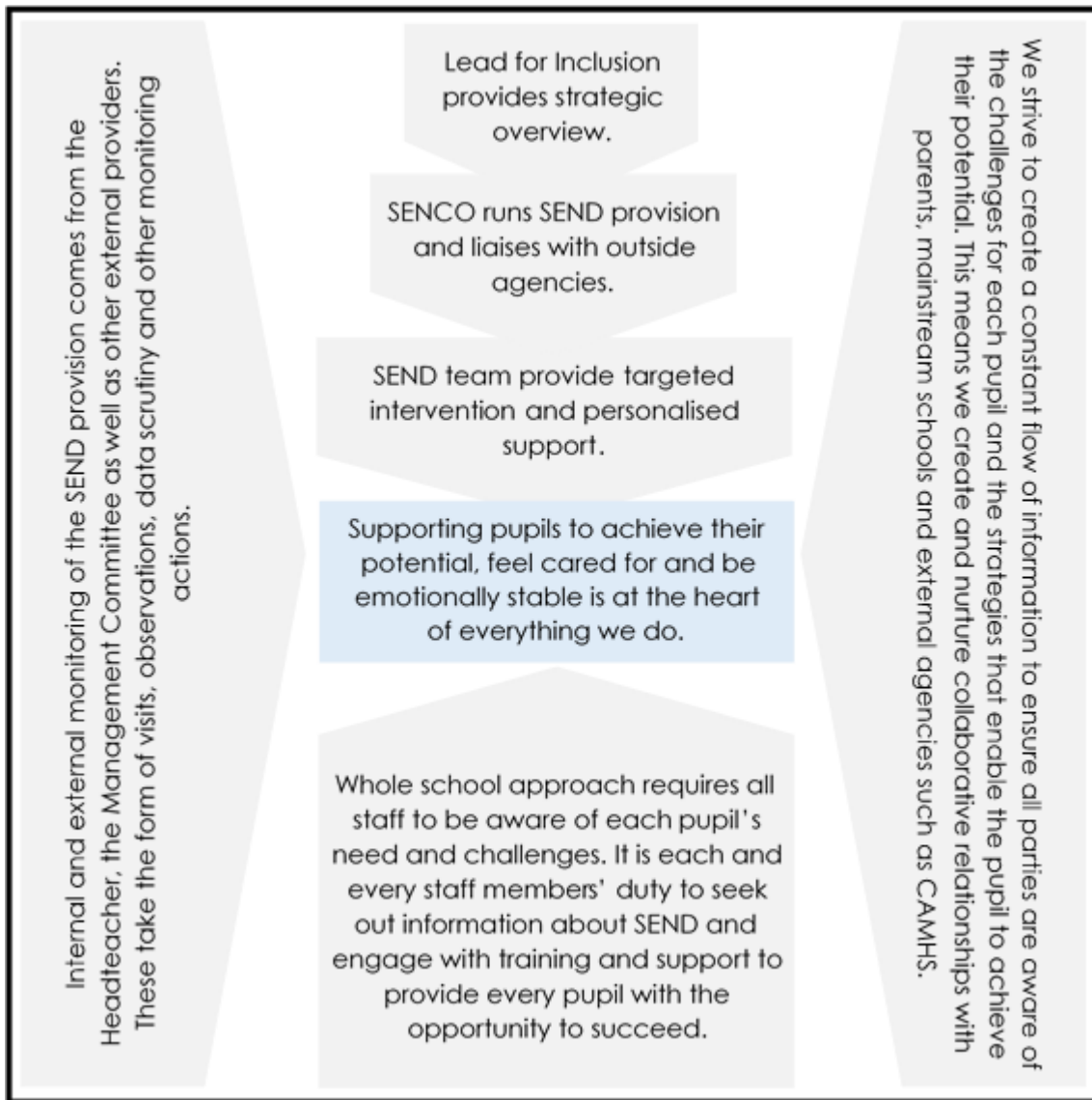
4a. Name and contact details of SENCO and Lead for Inclusion

The SENCO at EAN is Dawn Johnson, who is a qualified teacher and qualified to complete Exam Dispensation. She works closely with Zoe Martyndale-Howard and Lucy Mullan

All staff are available on 01474 332897 or Dawn via email - djohnson@estuaryacademy.co.uk

4b. Responsibilities as set out in the SEND Code of Practice 2015

In line with the recommendations in the SEND Code of Practice 2015, we clearly set out the responsibilities of all parties for the success and achievement of pupils with SEND.



For a full break down of responsibilities across the SEND team, please see the Responsibility Chart.

It is also worth noting the responsibilities of all staff to support students' SEND needs ensuring they have opportunity to meet their full potential. Therefore all staff are expected to:

- Be responsible for the progress and development of each pupil with whom they work
- Work closely as a team to plan and assess the impact of support and additional provision making clear, relevant and contextual links to main classroom teaching
- Work with the SENCO to review each pupil's progress and development
- Follow this SEND policy and refer any pupils where there is a cause for concern

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers, wider staff and SEND Mentors have regular training as appropriate. A full record of staff training can be requested from the school office.

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 Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist, dyslexia specialists etc. 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 special educational needs will be 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 special educational needs about, and involving them in, their education

All parents of pupils at EAN are invited to discuss the progress of their children on three occasions a year and receive a written report once per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils 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 pupil 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 improvements in progress are not seen then we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better.

In addition to this, parents of pupils with an 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 pupil. Information will be made accessible for parents.

At EAN we use EduKey to record all SEND provision, we utilise the sharing facility of this software to allow both parents and mainstream schools to access the latest copies of Pupil Passports and Bespoke Education Support Plans. This ensures a timely flow of information and allows for collaborative working.

We regularly seek feedback from parents to ask how we can improve our offer and to ensure that we understand the challenges they face.

We also offer a range of SEND parent events to support parents with key processes, such as applying for an EHCP. These are either provided by EAN staff or external experts as appropriate.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning – this happens through the Pupil Passport document as well as at the start of interventions.

9. The arrangements made by the Management Committee relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at EAN are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENCO or Headteacher to resolve the issue before making a formal complaint to the Chair of the Management Committee.

If the complaint is not resolved after it has been considered by the Management Committee, 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 an EHCP, 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 school and the Management Committee involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The school and the Management Committee have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Access to Educational Psychology service through the pupils' home schools
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to the local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirements for direct therapy or advice

- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc

11. The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential information, advice and support service for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions; also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At EAN, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The SENCO and wider staff team has strong communication channels and ensures all information is transferred and where possible transfer meetings are held to share information first hand. Pre-admission meetings are led, where possible, by the senior member of staff in charge of that phase. They include time with the pastoral manager and SEND Assessment Mentor to ensure every opportunity is taken to support the flow of information.

We also contribute information to a pupil's onward destination by providing information to the next setting. Each pupil leaves with a transition file, detailing key information and contacts if anything further is needed.

13. Information on where the local authority's local offer is published.

The local authority's local offer is published on

<https://local.kent.gov.uk/kb5/kent/directory/results.page?localofferchannel=0> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Parents and Carers may also find it useful to use <https://www.kent.gov.uk/education-and-children/special-educational-needs/what-to-do-if-you-think-your-child-has-send/explore-your-options-for-sen-support> to determine what actions they might find useful moving forward.

Signed	Zoe Martyndale-Howard
Date	13.09.2025
Local Governing Body Agreed	
Review Date	September 2026

Estuary Academy SEND Appendix

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Admin

All teaching staff should keep their SEND information as up-to-date as possible, not with a big splurge each term, but with short, weekly tasks. It seems more likely it'll embed this way, and should become faster and easier as the year goes on.

We need to keep our SEND records in teacher files up to date, and have the most recent Access Arrangement and pupil information. We're adding more information quite regularly to Edukey, and it can be easy to miss things.

The teaching team have a little guide on how to do these tasks, but any other staff who want to know how to access or add to these things, please let me know and I can email you a copy.

Week 1	SEND register update & check Teacher Passports.
Week 2	Pupil Passport updates.
Week 3	Access Arrangement/EHCP updates.
Week 4	SEND register update & add to Teacher Passports.
Week 5	Add details of in-class support to the 'Class Support' section of the Access Arrangements Record for each pupil.
Week 6	Provide the int team / Edukey with teacher reviews for interventions.

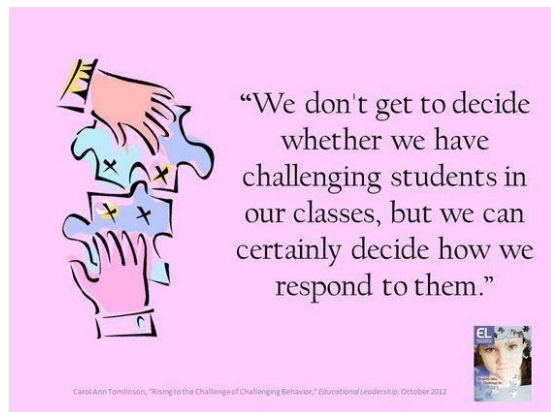
Post Covid, we are seeing more significant and complex SEND in our referrals, as a result SEMH is a real concern.

What is SEND?

SEND (was SEN) is basically the catch-all term for any form of physical, learning or mental health need.

For teaching purposes, it is absolutely useless as a term, except to let you know that there may be needs and/or a diagnosis you need to be aware of to support a pupil in your lesson. It's basically a big, red flag.

SEND will not necessarily mean that you have to do anything differently to support a child – it really does depend on the child and their needs. Basically, get to know your pupils...but we may already have added useful info to get you started, on Edukey.



Our School

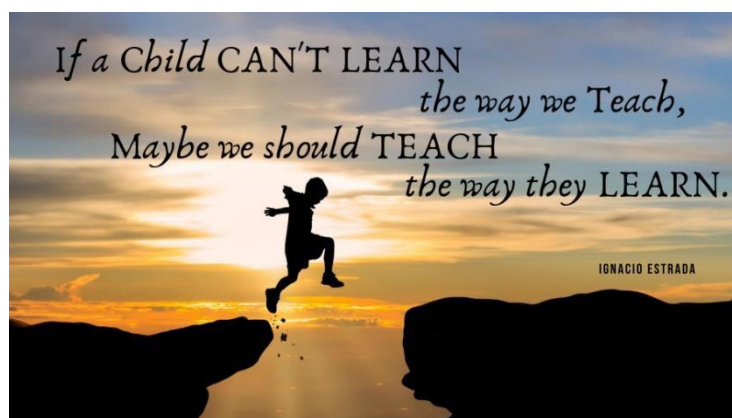
All of our pupils have SEND. 100%.

We're not a 'behaviour school', we're an Alternative Provision – we do things differently. 'Behaviour' is just the way pupils express unmet needs.

There are many ways you can support them in your class, but even understanding the terminology can be a bit of a mission. See pages 5-7 for some help with that.

How does that affect me?

It will mean that you need to be flexible in your approach to teaching and delivering the curriculum – some pupils may need more help, specific support/resources, or just more time to make progress and secure good grades in your subject. Aside from it just being common sense to support SEND, the SEND Code of Practice (and a massive pile of other government and Ofsted documents) make it clear that we need to do everything we can to support SEND needs and that, in the classroom, the main person responsible is the teacher of that lesson – but we're a team so come and see the SEND team for more info and advice on supporting any of our pupils.



How do I find out more?

1. Read pupil files on Edukey and talk to your pupils about their needs.
2. Speak to the SEND team – better still, come and observe us 'in action'. Read our school SEND Policy.

3. If you want to know more about SEND in schools in general, or a specific area of need, the SEND team can give more information and provide links to some excellent websites and training.

SEND Terms

A guide to codes, terms and things you may see on a document / be asked to comment on:

Condition or code	Full names/terms	Guidance re: use	Core info
AA	Access Arrangements	This is on Edukey, to show that the pupil receives some form of support in exams to stop their SEND from being a barrier to attainment. (Eg: not being able to demonstrate excellent maths skills as they can't read the question – poor literacy shouldn't impair their grade for numeracy.) AA comes in many forms – but the most common are reader, scribe and extra time.	You will need to support in class to some extent if they have AA – but not always 1:1 reader/ scribe all the time.
ACEs	Adverse Childhood Experiences	This covers a range of adverse experiences a child may encounter, including bereavement, abuse and many other things which cause trauma and can have lifelong physical and emotional impact.	
ADHD	Attention Deficit Hyperactivity Disorder (or ADHC)	Attention Deficit Hyperactivity Disorder is a mouthful. ADHD has been used instead, for years. As with Autism (and for the same reason), there's a push to change it to ADHC, for 'Condition' but this may not happen as quickly.	Concentration may be an issue, as will distractions, noises, sensory input. Being forced to remain still for any length of time may be a challenge, and reduces focus further.
	Neurodiverse	ADHD/C and ASD/C are some conditions in the 'Neurodiversity gang'. (There are many others!) It is common for a child with one condition to have another. Some traits are shared across many of the neurodiverse conditions – lack of personal organisation, focus/concentration issues, sensory needs, etc.	
Autism	ASD (Autistic Spectrum Disorder)	This has been diagnostic / procedural terminology for some time. It's changing.	We all know the phrase, 'Once you've met one autistic person...you've met one autistic person.' There are traits which may be similar, but not always. It's a vast spectrum. Some of the more common traits: Very literal; Likes routine; Noise / light / smell sensitive; May be very loud/ very quiet;
	ASC (Autistic Spectrum Condition)	This is what many in the Autistic community prefer – because how would you feel, being told that a core part of who you are is a 'disorder'?! Many organisations/healthcare providers are now using ASC.	
	Aspergers / Aspie	It was once thought that this was a separate condition, then they were thought to be linked conditions...now we know it's one big spectrum. Some people still prefer the term Aspergers, though, as the historic associations are for being 'higher functioning'.	
	Autism / Autie	Autism is the official condition, though be aware that some people do not like it. Some love it. Others are indifferent.	
	'On the spectrum'	Some people prefer this term as it reminds us that each autistic person is very different. Some people don't like the word 'Autism', preferring ASC/Spectrum. (Often because of negative historical connotations.)	
	Neurodiverse	This covers several conditions, including Autism. Some people prefer this broad catch-all term, rather than listing	

		their multiple conditions. Plus, there's potentially a more positive association with the concept of diversity.	May have one or more special interests; May not be a big fan of loud surprises...
	(Other)	Research in autism keeps bringing up new information and discoveries. The terminology is going to keep changing. Ultimately, whatever a child or parent wants to call it, use that term with them. After all, it's their condition.	
BESP	Bespoke Education Support Plan	This is the tailored plan of support for each individual pupil, based on their assessments, referrals and SEND needs.	
CAMHS	Children and Adolescent Mental Health Services	These are the people who do the diagnosing of conditions and the monitoring / medicating of those conditions after diagnosis. They're an NHS service. They're also now called CYPMHS (Children and Young People's Mental Health Service) in our area. Catchy... (Everyone still seems to call them CAMHS.)	
Dyslexia	These conditions are all in the 'dyslexia umbrella'. They are all about the way the brain processes information.	The brain does not have the same processing pathway as a non-dyslexic when processing the sounds and visual input around letters and words. A dyslexic person may never fully master phonics, relying on learning sight-words instead. It's harder for them to link the sounds with the letters. Coloured overlays make no difference to dyslexia – only to visual stress.	Difficulties with reading – slow, or may struggle to understand what they've read. New words are hard to learn/remember.
Dyscalculia	It's common for someone with one of these to have others...and they are part of the neurodiversity group.	Similar to dyslexia, but with numbers being the key issue. This may not manifest as an issue with the actual numbers themselves, but with mathematical processes. Eg: they may be able to add, subtract, multiply but not divide.	May struggle with certain maths processes and times tables/time.
Dyspraxia		This is a motor skill related condition. It may affect gross motor skills – the ability to throw/catch, coordination when moving yourself, avoiding walking into things, etc; or fine motor skills – handwriting and precision with fiddly tasks. Or, it can affect both.	Handwriting may be hard to read, they may see themselves as 'clumsy' and may need support in PE.
EH / Early Help	Early Help	Early Help provide all manner of different support and intervention offers for children and families. They are a council-run service.	
EHCP	EHCP - Education, Health and Care plan	This is just the name of the document which gets people support. It's not just for the most obvious children – but for the children who need it most. If additional support and HNF funded extra help still isn't levelling the playing field between this child and their peers who haven't any conditions, they may need an EHCP.	
Graduated Approach		This is the current term for doing things properly! It's based on a cycle of: Assess - Plan – Do – Review. All of our interventions and support follow this pattern.	
HNF	Higher Needs Funding	This is a pot of money schools can apply for to help them to pay for extra staff or resources to support children with diagnosed conditions who are struggling and need more than the school would normally provide. (We're already funded this way in our main funding, so cannot apply.)	
LA / SEN North	The Local Authority,	These are the people who assess for EHCP, help to secure destinations for EHCP pupils, and are our basic go-to for all things SEND at a regional level.	
LAC	Looked After Child	This is a child who is, or has recently been, in care, for a range of reasons. This may impact them in various ways – see Edukey for their passport, and other information.	

MLD	Moderate Learning Difficulties	This isn't a diagnosis, but the term which covers many conditions and needs, which can all affect the speed of learning, progress and development in a child.	
OCD	Obsessive Compulsive Disorder	Again, we're probably going to see a change to OCC in the coming years to remove 'disorder'. This condition can be linked to just about anything – needing things in odd / even amounts, repeated actions, etc. Pupils with ASC may show traits of OCD linked to the need for regularity, organisation and a controlled environment.	Try not to move anything on an OCD person's desk or workspace.
ODD	Oppositional Defiance Disorder	This can range from regularly being 'a bit contrary' or refusing to follow instructions, to the total reverse-psychology thing, where anything you say/ask for – the exact opposite will be done. ODD is a challenging condition for a child – they really struggle to access the support they need, please ask us for advice on supporting pupils with ODD. Be aware, some of our pupils were diagnosed with ODD in primary, only be diagnosed with Autism years later. There are shared traits, which can lead to misdiagnosis.	Often not good with direct / strict commands – requests work better, or try making the pupil part of the process.
PDA	Pathological Demand Avoidance	This describes those on the autistic spectrum whose main trait is to avoid everyday demands, usually through procrastination or excuses to avoid something. Demands and direct instructions heighten their anxiety and stress – sometimes to the point where they literally cannot function and reach crisis and/or abscond to avoid the ongoing stress. Again, ask us for advice if you have a PDA pupil.	Avoidance strategies often used to mask the anxiety, avoid direct commands, give options.
Receptive language issues (You may see this on EHCP information.)		This isn't a condition but can be linked to different SEND needs. It basically means that a child may struggle to process, understand or remember verbal instructions.	Consider using visual prompts and reminders.
Selective mutism		This is when there isn't a known physical reason why a child cannot talk, but they are unable to talk. They're not refusing or trying to be awkward, there is a genuine barrier there. It may be constant or only in certain situations.	Try to work around it and avoid putting them on the spot to speak.
SLC / SLCN / S&L / DLD (developmental language delay)	Speech, Language and Communication Needs	This can cover a range of needs and issues – including forming words, using words to convey thoughts or needs, maintaining a conversation, understanding social skills and how to respond in different situations, etc. Just FYI, if someone has a 'SALT report', it's about this.	Try to use visual aids and cues – and ask the SEND team for support ideas.
Visual stress and Irlens	Irlens	This is not dyslexia. It is a physical condition of the eye/brain connection. Irlens makes it hard to read without a coloured overlay to reduce visual stress and light/dark contrast.	Coloured overlays or glasses can reduce visual stress. See if seating the child away from a strong light source helps.
	Other causes of visual stress	Sensory needs around light levels can also cause visual stress, but more sporadically, and often lighting/situation dependent. Support as with Irlens, offering an overlay.	
VSK	Virtual Schools Kent	VSK provide ongoing contact, care and educational support to LAC children, on behalf of the LA. They are there to ensure that children who have been in care are not disadvantaged and achieve outcomes comparable to their peers. We've a really good relationship with our local VSK team, they have not only supported pupils, but have paid for staff training, etc.	

Working memory difficulties	Working memory is the bit of your brain that holds recent, short-term information, like how to do a particular sum, remembering a new word or instructions.	Try to have visual reminders and cues to support.
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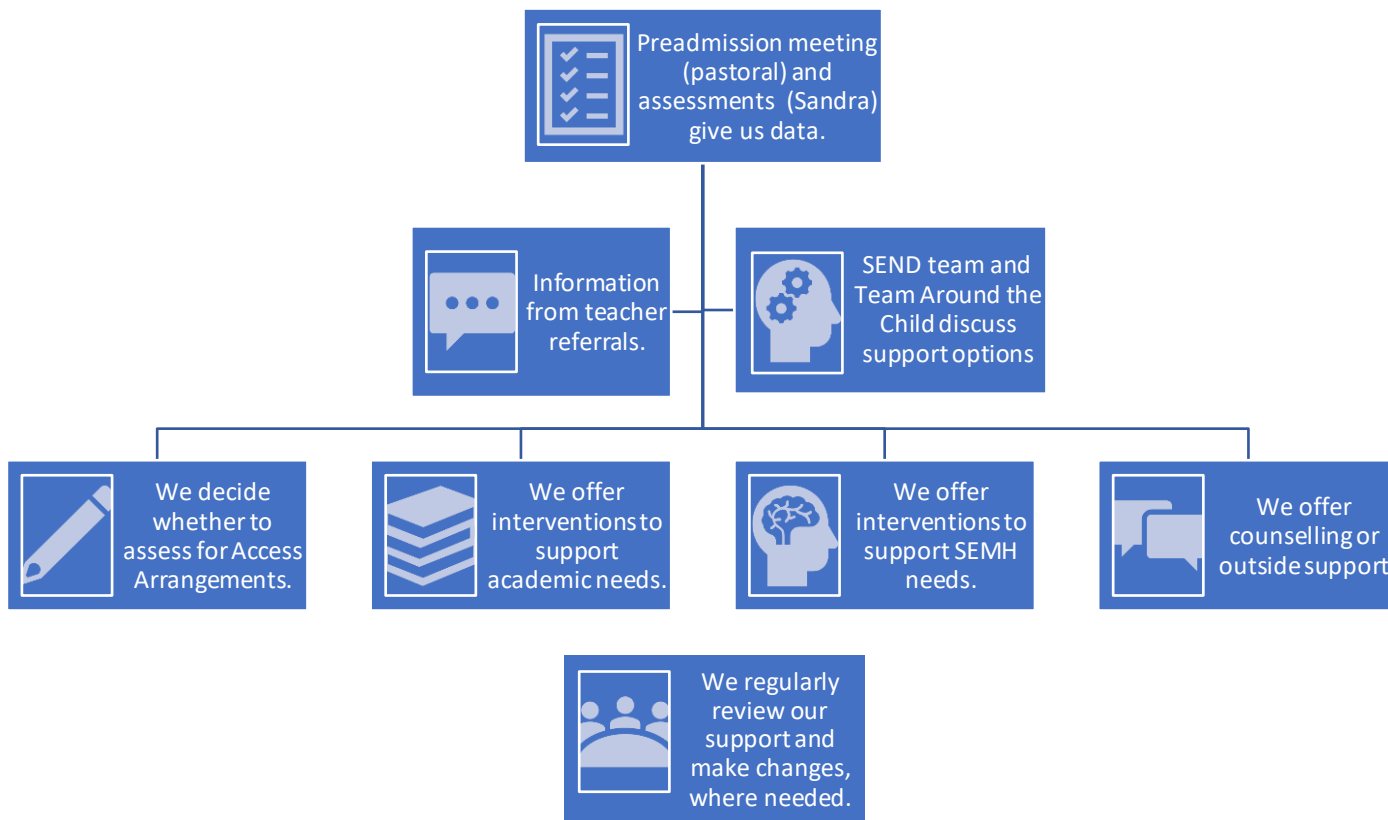
If you come across any other terms – do ask. We probably know, or can help you to figure it out!







What does the SEND Team do?








A lot of what we do is delivered quietly and discreetly. For a list of what we offer, see the next page.








This is not everything. Just be aware that we also sometimes offer bespoke support for a very specific need. Wherever possible, we adapt to support the needs of the pupils.

Here's a process overview:



Intervention:		Intended outcomes:
<p>Phonics</p> 	<p>Decoding letters into their phonic sounds. Sometimes, a pupil has not learned or remembered reading skills when they were young, and this can make it harder to read independently and 'break down' the sounds of words.</p> <p>This intervention helps pupils to spot the sound patterns in words and improve their reading and spelling.</p> <p>Some SEND needs make it hard to learn phonics – so we also support with sight words, taking a 'think it, say it, write it, read it' approach.</p>	<ul style="list-style-type: none"> + Accuracy in reading; + confidence with reading; + learning of process to connect sound to letter and of patterns; + connections between unfamiliar print words and verbal knowledge.
<p>Spelling</p> 	<p>Like phonics, often there are gaps in our knowledge of key sounds/patterns and this can affect spelling. Pupils are supported in spotting and using spelling patterns.</p> <p>Pupils learn the combinations and sequences of letters to produce the intended sound. This links closely with the phonics sessions.</p>	<ul style="list-style-type: none"> + understanding/ meaning of their writing; + legibility; + confidence to use technical terms/broad vocabulary.
<p>Reading</p> 	<p>This intervention focuses on supporting a pupil with their reading fluency, speed and basic comprehension and understanding of a text. They read 1:1 with one of our team, who supports their reading and understanding of a range of texts. Reading is hierarchical – first a pupil needs to be able to decode, remember common words and then comprehend meaning.</p> <p>This is that 'next step' – improving fluency with practice, and supporting selection and retrieval of information from the text.</p>	<ul style="list-style-type: none"> + improved fluency and recognition of common words; + improved understanding of the text; + the ability to locate specific information in a text.
<p>Pre-teaching</p> 	<p>This intervention supports pupils who struggle with En, Ma or vocab. Sometimes pupils struggle to read, understand and analyse at once. They are supported in reading and understanding texts, words and processes which will be used in their next few lessons, removing the pressure of unseen texts, allowing them to spend class time on the work, not reading and rereading. These sessions also allow time to identify any misconceptions or lack of prior knowledge/skills.</p>	<ul style="list-style-type: none"> + engagement with the lesson and ability to complete tasks with minimal support; + improved understanding of lesson texts and vocabulary;
<p>Inference</p> 	<p>These sessions support pupils to locate information in a text and to use methods, such as graphic organisers, to form inferences based on these facts. It is 'reading between the lines' or 'clue hunting', and is an essential skill for modern life – and higher grades at GCSE. Good readers with reasonable grades may still struggle with inference and deduction.</p>	<ul style="list-style-type: none"> + learn methods to independently infer in a range of situations; + remove barriers from high grade attainment; + improve analytical skills.
<p>Numicon Big Ideas</p> 	<p>Numeracy is a vital skill for life. If a pupil is struggling with maths in general, or with a particular process, our team will work with them to support their learning and help them to learn the skills they need. We use Numicon as it provides a range of tasks, including visual and physical tasks, to help pupils to remember skills.</p>	<ul style="list-style-type: none"> + organisation, incl. telling the time; + independence and confidence with mathematical processes; + knowing times tables.

<p>Handwriting</p> 	<p>It's an important life skill to have handwriting you and others can read. Most handwriting is legible, but when it isn't, our team works with a pupil on this skill, using a range of strategies. It helps to prevent work being illegible in exams and builds pupil confidence.</p>	<p>+ legibility of writing and, potentially, grades as a result; + confidence and engagement with writing tasks.</p>
<p>Fine Motor Skills</p> 	<p>Handwriting is linked with this. For some pupils, just to work on their handwriting would be to ignore significant other needs, such as an inability to use certain equipment in school, or to perform certain tasks like tying their laces or using cutlery. These are essential skills for independent living.</p>	<p>+ handwriting; + engagement with tools & equipment used in class and around the school; reduced frustration/refusal to use these items.</p>
<p>Sensory Circuit</p> 	<p>We use this intervention every morning on arrival for KS3. Some KS4 pupils also use this intervention, but usually 1:1. This intervention involves a range of activities to stimulate, focus and calm a pupil, preparing them for a calm start to the school day.</p>	<p>+ focus in class; + preparedness for school and learning; + a calmer, more settled start; + brain processing efficiency.</p>
<p>Draw and Talk</p> 	<p>Sometimes, it can be hard to tell others how we are feeling or express our needs. In these sessions, a pupil can draw or colour a picture of their choice, which helps them to relax and focus, and makes it easier to talk about their emotions, as this isn't a clinical, sit across from each other, maintain eye-contact and talk session. It's not counselling, it's less formal and many pupils access this who may otherwise just bottle up feelings and not seek help or advice.</p>	<p>+ communication skills; + confidence; + trust; + learn a range of strategies for coping with emotions and trauma; + learn how to communicate their needs.</p>
<p>In-class Settling Strategies</p> 	<p>Settling strategies and good organisation can help to start the day/lesson well. Our team provide targeted support for specific needs at the start of the day or lesson for pupils who struggle with organisation, focus and engagement. By adding and embedding a routine, it should help them to have a calmer, more productive day and, hopefully, transfer those skills when they leave us.</p>	<p>+ engagement; + organisation; + routines at the start of the day.</p>
<p>3 Good Things</p> 	<p>An intervention based on the exercise "3 Good Things" and research by Dr. Seligman. This intervention involves pupils focusing on 3 positive experiences which make their life happier. It has been shown to promote confidence, increase calm and a sense of inner peace, and to improve their acknowledgement of themselves and their experiences or achievements.</p>	<p>+ confidence; + focus on positive experiences each day, not negatives; + calm and inner peace; + awareness of own achievements and progress.</p>
<p>Anxiety and Anger support</p> 	<p>This intervention supports pupils with low self-esteem/confidence and high anxiety, or those who struggle with emotion regulation. It is designed to investigate how other people encounter and cope with specific situations or changes in life, and discussions on the pupil's interpretation and feelings about these scenarios. This leads to discussion on life situations, feelings, motivations and looking at different perspectives, which can boost confidence and help pupils to spot positive traits in themselves. It also focuses on building strategies to approach situations differently and to improve self-regulation.</p>	<p>+ confidence and self-esteem; + improved understanding of causes of their feelings and anxieties; + learn a range of strategies to support themselves in different, challenging situations.</p>

<p>Sensory Rooms</p> 	<p>We have two sensory rooms – one is a calming space to help pupils who struggle with overstimulation, the other is a very stimulating environment, for pupils who need additional sensory input.</p> <p>Our SEMH Mentors have been trained in the use and purpose of all equipment in these rooms and use them both for bespoke scheduled sensory interventions, and for as-needed spaces to support pupils who are struggling.</p>	<ul style="list-style-type: none"> + emotional regulation; + focus on returning to class; + engagement with learning and peers; + mental health; -reduced distress and discomfort.
<p>Nurture Groups</p> 	<p>This year, we will be launching 2 Nurture Groups. Students will be attending this from their Newsroom and Apprentice Challenge lessons.</p> <p>Nurture groups assess learning and SEMH needs, and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication. Everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy.</p>	<ul style="list-style-type: none"> + focus and engagement with learning in their lessons; + social and communication skills; + confidence and self-esteem; + focus on self-regulation, taking pride in their work and achieving personal goals.
<p>Permission to Feel</p> 	<p>Based on the research and book by Marc Brackett, PhD, this intervention focuses on supporting pupils in learning how to identify, understand and communicate their emotions and needs.</p> <p>The sessions support pupils to discuss situations they encounter, and begin to understand and manage their emotional responses to a range of situations.</p>	<ul style="list-style-type: none"> + self-esteem and confidence; + mental wellbeing; + skills to understand and regulate emotion; + focus and engagement; -reduce stress and burnout.
<p>Talk for Work</p> 	<p>This is a speech and language profile tool and support method to ensure that pupils have appropriate communication skills for the workplace.</p> <p>Sessions will be run in collaboration with the Destinations Team, and pupils who need more support will access this via the SEND Team, in Tafari. This intervention is aimed at ensuring none of our pupils face a communication barrier when entering the workplace or post-16 placements.</p>	<ul style="list-style-type: none"> + confidence for interviews and work experience; + communication skills in general; + communication skills for the workplace/post-16 placements.
<p>Talk About For Teens</p> 	<p>This intervention focuses on supporting pupils to develop social communication skills. It is particularly designed for young people who have SEMH needs and who may struggle in certain situations and with peer relationships. The sessions focus on different elements of communication: self-awareness and self-esteem; body language; conversational skills; friendship skills; assertiveness skills</p>	<ul style="list-style-type: none"> + self-esteem and confidence in social situations and interactions; + improved peer interactions and reduced conflict.
<p>Language for Thinking</p> 	<p>The dialogue between teacher and student that underpins learning frequently involves students being asked questions. However, a significant proportion of children find it difficult to understand these increasingly complex questions, including those with autism, social communication disorder, Developmental Language Disorder and learning difficulties. Language for Thinking is a structured approach to develop children's language from the 'here and now' to the 'how and why'. It is quite a structured approach to improving communication skills.</p>	<ul style="list-style-type: none"> + improved communication and information processing skills; + understanding of situations / people; + improved analytical skills and ability to infer; + improved confidence with work and in social situations;
<p>LEGO Therapy</p> 	<p>LEGO Therapy is a fantastic intervention. It supports speech and language skills, turn taking, sharing, cooperating, following instructions, group work and social skills. This is an intervention</p>	<ul style="list-style-type: none"> + communication and social skills; + team work;






	which is not 1:1, but in pairs or small groups, to boost the confidence and social skills of the pupils involved.	<ul style="list-style-type: none"> + giving / following instructions; + taking turns / sharing; + problem-solving skills; + vocabulary.
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Access Arrangements

Sometimes, a need can be an unfair barrier. For example, not being able to access your Maths GCSE because your low literacy means you can't read the questions – that would mean that a skill which isn't being assessed is stopping you from being able to show your skills in the area they are assessing. Which is pretty unfair.

Dawn is a trained Access Assessor, and is able to assess any pupil who will sit qualifications at our centre, to see if they need support in exams to remove barriers. It doesn't give an advantage; it just levels the playing field and removes the unfair barriers.

The test process takes about 20-30 minutes for all tests and paperwork with the student, and the results are usually available on the same day. We assess for – reading accuracy, spelling, writing speed and legibility, processing speed. We need to assess by 21st Oct for the January series exams and by 21st Feb for the summer exams – so refer as soon as you think there's a need!
Common access arrangements:

Support		What it means	How it helps
	Reader	A reader reads the text and questions aloud to the pupil. They can't rephrase things, just read what is printed. They may ONLY read, not scribe, unless the pupil has AA for both.	Some conditions make it hard to read and understand at the same time, this takes the pressure off of the actual decoding and allows pupils to focus on the content. It also helps reduce visual stress and fatigue.
	Scribe	A scribe writes down what the pupil says. They may add punctuation, but must write the exact words the pupil uses. They may ONLY scribe – unless the pupil has AA for a reader, too.	Some pupils write incredibly slowly and, if we just allowed extra time, would need to sit very long exams – which isn't good for focus. Others have illegible handwriting or spellings which are bad enough to affect or alter the meaning of their writing.
	Extra Time	This is what it says – just extra time added onto the exam. Usually 25% ET.	Often, working with a scribe slows you down as you are dictating a section, waiting, dictating the next bit - plus you may need bits read back to you before you can continue.
	Word processor	Some pupils are faster or more legible on a word processor. We don't use this often, but it is an option when pupils do not quite qualify for a scribe.	It makes writing easier to read and some pupils are much faster at typing than handwriting. It also reduces muscle fatigue for pupils with certain conditions.
	Supervised rest breaks	Again, not a common one, but some pupils have health conditions involving fatigue/anxiety and need breaks	Extra time extends an exam for a fixed period – but you still work throughout. This option is for pupils who may need to stop for fatigue and health reasons. It doesn't extend the exam, just pauses it.

		– this stops their exam clock and restarts it after the break.	
	1:1 / small group exam room	Most of our AA pupils have a small group of 1:1 exam room with their AA support invigilator. Some pupils do not have AA but need this for other reasons, such as anxiety.	It prevents AA from disturbing pupils who do not have support, and also reduces the potential for anxiety and panic attacks in pupils who usually struggle with exams or full classrooms.

Access Arrangements – in-class support

You DO NOT need to read for every pupil 1:1 and scribe for every pupil.

Reader	<ul style="list-style-type: none"> • Reading texts aloud for the individual/group; • Repeating key information verbally or on the board to ensure retention and understanding; • Allowing for re-reading time to help with information uptake; • Using questioning skills or structures on the board to help them to infer and deduce information; • Breaking texts down into smaller, more manageable chunks or even sentences; • Highlighting key words in questions or texts; • Using images and visuals to help to support understanding; • Using colours or boxes to section off text and link it to each question; • Making word mats with key terms and their meanings available; • Peer pairing – support from their peers is also support; • Using audio or video versions of a text to reduce the amount of reading; • Simplifying language/text on the board or on the resources used by that pupil; • Use of reading rulers to support line-by-line accuracy; • Pre-teach vocabulary for upcoming texts and tasks;
Scribe (spelling)	<ul style="list-style-type: none"> • Use word mats or vocab lists to ensure access to correct spelling of key subject terms; • Sound out the words when asked for a spelling, or ask them to sound it and attempt it first; • Have a mini whiteboard (a laminated sheet of A4 will do) for them to try spellings themselves without fear of 'ruining' their work; • Make a list of spellings they often request, turn it into a word mat to encourage independence;
(writing speed)	<ul style="list-style-type: none"> • Use, use and use again commonly misspelt words on the board, in your resources, on the wall – the more they see and hear them, the more likely they will eventually get it right; • Encourage pupils to expand their vocabulary and use the hard words – too many shy away rather than risk misspelling and end up with very limited vocabulary; • Allow extra time /use of IT for written tasks; • Use sentence starters or writing frames for extended writing tasks; • Creating a class answer...and print it - don't make them copy it (slow writing, remember!); • Remove unnecessary writing – do they really need the LO or can you quickly write that in so that they can begin the work? Do they really need to copy the question then answer it? • Sometimes scribing is the only way – do so on a whiteboard for them to copy while you help someone else. That way, they can stop when the class does and any unfinished notes can be photocopied for their book after class. Or use the 'I write a sentence; you write a sentence' deal.

Some suggestions -

Useful Links and Sites

Resources

EDUKEY! – If you know a pupil's interests and preferred method of learning/ support, you can't go too far wrong.

Most of the websites listed on the information/training page (pg 19) also have resource sections.

Our own CPD Padlet – with lots of information and training on SEND - <https://en-gb.padlet.com/djohnson422/uadmafgy612o57k4>

www.senteacher.org has some great printables and handy creation tools for sheets, certificates, etc. There are literacy and numeracy sections which can be great for making lesson starters, like wordsearches of key terms, etc.

Useful Links and Sites

Information and Training

Start local – our school website has lots of information and links.

Kent: <https://www.iask.org.uk/> core information and advice.

Good websites: *(many of these are worth signing up to the email drops to keep up to date and receive resources - and most are on Twitter, too.)*

[National Autistic Society \(autism.org.uk\)](http://autism.org.uk) The NAS are a one-stop-shop for information on autism. Mostly Autistic person / parent focused, there is still a lot of great information on there. There are sections on common issues linked to education and schools: [Education \(autism.org.uk\)](http://autism.org.uk/education) with teacher sections, too.

[Autism Education Trust - Autism Education Trust](http://autismeducationtrust.org.uk) another excellent site, with lots of information. Much more of a focus on schools and the resources section has some very useful things on good autism practice and school standards and awards.

[ADHD Foundation](http://adhd.foundation) This is a really helpful site – it has sections for professionals working with people with ADHD and all manner of useful resources.

[Educator - British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk) This site covers the dyslexia umbrella, not just core dyslexia. They have some great resources and information, webinars, etc.

<https://www.specialneedsjungle.com/> A good stop for lots of general information and advice about a range of conditions. They have a 'SEND Teachers' section on the right side of the main page. I'd suggest signing up for email updates from this one if you have any OCD or visual issues as the webpage is 'busy' ...!

[MindEd Hub](http://mind-ed.com) – free information and training units on a very broad range of needs and conditions. We have used these extensively in the SEND team. I can provide a list and links for a range of great mini-units (20mins each).

[YoungMinds - children and young people's mental health charity](http://youngminds.org.uk) Aimed at teens with SEMH needs, this site also has a professionals section and lots of information in pupil-friendly language.

Almost all of these sites offer training or webinars of some sort, but the SEND team are happy to recommend, based on your training needs.

