

SCHOOL SEND INFORMATION REPORT

(Special Educational Needs and Disability)

This Information Report was put together with the help and consultation of parents and children. If you have any comments or suggestions about it, please pass them onto our Special Needs Co-ordinator (Bernadette Steiert) or to our head teacher (Carole Pellicci). The report should be read alongside our policy on Special Educational Needs and Disability and has been agreed by the Governors.

VISION

School ethos & values

At Southwark Park School, as a Rights Respecting School, we believe that everyone has the right to live a full life and to make an active contribution to the community. We have high expectations of **every child** and encourage them all to be the best that they can be, to work hard, to love learning and to be fascinated with the world; we provide artistic, cultural and sporting opportunities to support the learning of **all children**.

As our School Council said, "At Southwark Park we respect and care about each other. We are happy that we are all different, proud of all our strengths. Together we work hard to be the best that we can be and to help make our school the best school ever."

Our core values, developed by the children, link absolutely to what we aspire to for all our children, including those with special educational needs and disabilities. They are:

Respect

Responsibility

Excellence

As a school we welcome children with special educational needs, recognising the huge and positive contribution they make towards our school community; we believe that they, like all our children, are entitled to the best possible education so that they make progress and achieve the best that they can, becoming confident citizens, able to play a full and responsible role in society and to lead rich and fulfilling lives.

WHOLE SCHOOL APPROACHES

Information on policies, people and statutory guidance

A child with Special Educational Needs has greater difficulty in learning than most other children, or they have a disability which stops them from being able to carry out normal day-to-day activities; this might include long-term health conditions such as asthma, diabetes or epilepsy. They may need extra or different help from that given to other children.

Under our admissions policy (which is also published on our website), the educational, medical and social needs of the child, and in particular the needs of any child assessed as "in need" under the Children Act 1989 would give a child priority over others in the case of oversubscription for Nursery places. This would include children with a statement of special educational needs or an EHC Plan (see below).

Equally, we would never reject an application for a place in Reception or other year group because a child has a Special Educational Need or, in our opinion may require a Statement or EHC Plan. For further details around admissions, please see our admissions policy on our website.

SCHOOL SEND INFORMATION REPORT

(Special Educational Needs and Disability)

What kinds of special needs are provided for in this school?

We provide for a range of needs in terms of:

- Communicating and interacting with others (e.g. because of speech and language difficulties)
- Thinking and learning (e.g. learning at a slower pace than others their age, in one or more areas)
- Sensory and / or physical needs (e.g. a visual or hearing impairment)
- Social, emotional and mental health difficulties (e.g. difficulties managing relationships with others or behaving in ways that hinder their and other children's learning)

Who is involved?

Everyone at school works to make sure that your child is safe and happy, can learn well and is growing up to be the best that they can be.

Your child's class teacher:

- assesses all children in the class, plans and offers quality teaching to all, including any extra help that children may need
- seeks out specialist help if it seems that your child needs this to make progress
- talks to you about how your child is doing, and about what help and support is needed

The school Special Educational Needs Co-ordinator is Bernadette Steiert. She:

- takes responsibility for ensuring during termly Pupil Progress Meetings (attended by class teachers and members of the Leadership team) that all children's needs and progress are discussed and that interventions are planned, organised and reviewed as to how well they are working
- co-ordinates the support that we give children with SEND and their families, and develops our approach so that all children get the best quality help that we can offer
- ensures children and their parents/carers know what's happening
- listens to concerns that parents may have about children with special educational needs and answers them
- works with the outside agencies that we sometimes need support from – e.g. Speech and Language Therapy, Occupational Therapy, Physiotherapy, Paediatrics, School Nurse, Educational Psychologist, Child and Adolescent Mental Health Services
- keeps our school systems up-to-date so we know who in school has SEND and what we are doing about it
- makes sure teachers and support staff have the resources they need to help children with SEND in the school achieve the best progress possible

SCHOOL SEND INFORMATION REPORT

(Special Educational Needs and Disability)

Carole Pellicci (Head Teacher) has overall responsibility for ensuring that your child's needs are met, and also ensures that the governing body is kept up-to-date about SEND in the school, working closely with our SEND Governor (Sylvia Lang).

Carl Vernalls (Deputy Head Teacher), Mrs Foreman and Miss Jones (Assistant Headteachers) attend meetings every term to discuss the pupils' progress in every class. At these meetings, staff talk about children, checking that they are all making expected levels of progress, and if they aren't, planning further assessments or interventions so we know why and can take action to put this right.

How accessible is this school for my child?

- Our school is a newly refurbished Victorian multi-storey two-form entry school; this means we have two classes in each year group.
- We are wheel-chair accessible throughout the school, we have toilets for people with disabilities and we ensure that equipment and adaptations are put in place to support children's individual needs.
- The school has interactive whiteboards in every classroom and there is access to laptops for children as needed.
- Our Accessibility Plan, which describes disabled access is also available on the website.

Wider World of School; Approaches to extra-curricular activities and pastoral care

How will my child be welcomed into the school?

To help make children and families feel welcome at Southwark Park School

- we hold weekly Open Mornings where prospective Nursery and Reception parents can meet Assistant Headteacher, Mrs Foreman and visit the Early Years classrooms
- we hold a meeting for Nursery and for Reception parents and encourage visits to the school, so children and families can see just where they will be learning, meet key staff, find out about every-day routines and voice any concerns they may have
- we visit the child in their Early Years setting and meet everyone involved in their care, to make sure we are prepared to meet their needs on entry
- we visit children and parents at home to share information and establish a warm, caring relationship from the start
- early in the term we hold a parents' workshop for Reception Parents so that you are very familiar with everyday routines for your child

How will my child be supported to be part of the school?

- Most children with SEND are supported through the opportunities provided to all children – high quality teaching, and supportive and empathetic staff who care about and listen to them
- Some children find the social and emotional aspects of school life more difficult than others; for them, we have behavioural and social or emotional support.
- This is managed by our leadership team, and by our Behaviour Specialist / Learning Mentor, Karl Stoodley and our Pupil Development Centre leader, Sharon Bennett. Working together, they ensure that children's social and emotional needs are met, providing individual and group-based support around social skills and making friends, anger management, learning to cope with difficult family circumstances, bereavement and other areas of need.
- We often target wider opportunities, such as music, drama or sport at children with particular social and emotional needs to help develop their participation in the school community and with this their sense of belonging and self-esteem.

SCHOOL SEND INFORMATION REPORT

(Special Educational Needs and Disability)

How is behaviour managed?

- We aim to provide a safe, calm, happy and tolerant environment where everyone feels valued, and where every child makes good choices so that everyone can learn and achieve to the best of their ability.
- We aim to help children become positive, responsible and independent members of the community.
- We have a strong personal, social, health and emotional curriculum, in which every child has weekly lessons in PATHS (Promoting Alternative Thinking Strategies).
- As a caring and welcoming community, we believe that everyone – all adults (staff, parents / carers and visitors) and children should treat one another with respect and courtesy at all times.
- We teach children about fundamental values, to develop fair and understandable rules, to be trusted with responsibility for different aspects of school life as well as their own behaviour, and to take pride in our school, knowing how important their contribution is to its positive and welcoming atmosphere.
- When things go wrong, we use a restorative approach, enabling children to put things right and resolve things so that everyone feels ready to move on
- We provide incentives and rewards for excellent behaviour (e.g. postcards home, Dojo points)
- There are predictable and consistent consequences that teachers and support staff apply if a child is not making good choices, and we work closely with parents to make sure that children learn from and move past such episodes.
- Sometimes and always in consultation with parents, we make referrals to CAMHS (Child and Adolescent Mental Health Services), who provide external support and advice around supporting a child who may have particular difficulties in managing their behaviour at school (or indeed at home). We are always very keen to work with such agencies and value their advice and support greatly. Where families and school work together children with particular needs here usually make excellent progress.
- We have a very clear anti-bullying policy, with a lively, active team of children, Friends Against Bullying and offer a programme of teaching to all children and we involve the children very directly in managing this. All children are taught about what bullying means, that it is completely unacceptable and about what they need to do if they see or experience bullying.
- We have a clinical psychologist, Trefor Lloyd, who works closely with parents and staff to support children with particular difficulties engaging with learning because of their behaviour. He has a particular focus in helping to settle children in the Early Years.
- We run Assertiveness Groups for children who we feel would benefit from this as well as a support group for children in Key Stage 1 who have particular social and emotional needs to help them resolve conflict restoratively in everyday situations.

I think behaviour in our school is very good; you might get ups and downs sometimes, but there is always someone to talk to and if you ever feel sad everyone comes and cheers you up.

Girl on SEN register Y4

SCHOOL SEND INFORMATION REPORT

(Special Educational Needs and Disability)

What support do we offer you as a parent/carer of a child with SEND?

In school when we identify children who need extra support, we will contact and discuss this with parents in planning how to meet their needs. We will always tell you if we are making special educational provision, and involve you if we feel we need to call on specialists from outside the school.

We have lots of ways of staying in touch with parents/carers, such as:

- Newsletters
- Website
- Parents' evenings
- Parent Governors
- Parent Breakfasts
- Class Assemblies and productions
- Parent workshops
- Text messaging service.

The school is always willing to listen and find a way to help; they keep me up to date on how my child is doing.

Parent of child in Y3

Your child's class teacher is happy to discuss your child's progress or any concerns you may have after school. We have termly parent-teacher meetings, where you and the teacher share information about how your child is progressing with their learning, and what targets that have been set for them, as well as finding out about any extra support we are providing.

Ms Steiert is also happy to meet you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be talked through with you, or where this is not possible, you will be given a report.

We also have Sharon Bennett, our Parent Support Advisor who offers support to all parents/carers in school; for example, helping with secondary transfer, as well as meeting individual parents/carers formally or informally to talk about any aspects of life around children that might be causing difficulties. This is also a useful route to other areas of support, such as Educational Welfare, after school care, etc.

Ms Pellicci, Mr Vernalls, Ms Steiert, Mrs Foreman and Miss Jones, Karl and Sharon are in the entrance lobby or playground most mornings and afternoons, and will be happy to make an appointment to talk. If you would like to speak to any of them by phone, they can be contacted through the office on 020 7394 4000

What extra-curricular activities can my child participate in?

We include all children in extra-curricular activities, including those with SEND. We have a range of extended services (both before and after-school, and at lunchtimes) – breakfast club, Dance Club, Multi-media Club, Lego Club, drama clubs, sports clubs, gardening club and so on.

It is important to us that children with SEND access school visits and trips, which offer exciting learning opportunities. We conduct a risk assessment of each visit/trip in advance so that we know we have everything in place to make it a success (e.g. some children with SEND may find periods of walking difficult, or find new environments upsetting), and we make adjustments to our plans to meet their individual needs.

SCHOOL SEND INFORMATION REPORT

(Special Educational Needs and Disability)

In Key Stage 2, school journey is a milestone in your child's school life. We expect all children to attend school journey and will work with your child and you early on in the planning process to make sure they are able to attend and participate fully alongside the rest of their class. If you have any concerns that you want to discuss about a visit/trip, please speak in the first instance to your child's class teacher or to the Head Teacher/Deputy Head / Assistant Head Teacher.

What support is available at less structured times of the day (e.g. playtime, lunch)?

- All children at Southwark Park are well supervised at all times
- A member of the leadership team oversees the playground at lunch-time every day
- Karl Stoodley, Mr Vernalls, Miss Begum or Miss Casey, and a group of trained peer mediators are available at lunch-times for children to sort out any quarrels or disagreements
- If needed, we provide close adult support for children who find playtimes more challenging, including taking a small group to the Nursery playground for supported play
- We also offer clubs, jobs and responsibilities at lunchtime to children

Approaches to Teaching and Learning

How will teaching be adapted to meet the needs of my child?

All class teachers plan lessons to challenge and meet the needs of every child in the class. Support staff work in partnership with the teachers teaching groups and / or individual children, following the teacher's planning and feeding back information about how children learned and what they found difficult / might need more practice in. The class teacher will work with every child in the class themselves, so that they have a very clear idea about their needs and abilities, and about what will best help them to make progress.

How will I know how my child is doing?

You will be informed about your child's attainment and progress in learning, and you will have regular opportunities to discuss this with his or her class teachers. For example,

- class teachers meet and greet all parents every afternoon in the playground
- every term there is a parent-teacher meeting where you get the opportunity to speak to your child's class teacher on an individual basis about your child's progress
- at the end of each year, you receive a written report of your child's achievements and their suggested next steps for learning
- there is a programme of parent workshops and briefings across the year where you can come in and learn more about children's learning and progress in core subjects such as literacy and numeracy
- you are very welcome to make an appointment at any time in the school year with your child's class teacher or the SENCO to discuss your child's progress and any concerns you may have
- if there are significant concerns about your child – e.g. a sudden deterioration in their progress or emotional well-being – we do not wait until the end of term to discuss this with you. We meet with you to find out how he or she is at home, whether there have been any changes in family life, what we can do to help and so on.

All my teachers help me with my work. Ms H (class teacher) does Literacy and Maths with me and A (Teaching Assistant) does extra spelling and reading and Toe by Toe.

Boy Y5

SCHOOL SEND INFORMATION REPORT

(Special Educational Needs and Disability)

What skills do the staff have to meet the needs of my child?

At Southwark Park we are highly committed to offering your child the best possible education. All class teachers are qualified teachers who are well supported by specialist staff – the SENCO; our speech and language therapist, Sarah Bateman; our Educational Psychologist, Pascale Mather and Developmental Psychologist, Trefor Lloyd.

We also have access to outside agencies (e.g. Southwark's Autistic Support Team, Occupational Therapy). Where needed, these agencies work with the class-teacher in planning for children with SEND and provide training for teachers and support staff.

Information about early identification, assessment and intervention

What happens if I am worried about my child?

If you are worried about your child's progress, in the first instance, please speak to the class teacher or to Ms Steiert, the school's SENCO. We can then work together to identify what specific concerns you have, what we have observed in school and what we can do next.

How do you identify children who may have special needs?

We use a range of strategies to identify children who have SEND:

- some children come to school with their needs already identified by their previous setting/school or specialists working with them (e.g. community paediatrics, Speech and Language Therapy and so on). We always contact these practitioners to find out what goals they have been working towards, how your child has responded and what needs to happen next.
- for other children, we first provide high quality teaching and observe their response to this. If your child doesn't make the expected progress after having had good quality teaching we will start to further assess whether your child has SEND. We will often plan specific interventions to address their learning needs.
- These interventions take the form of small group or sometimes individual support, usually given by a teaching assistant, though overseen by the class teacher.
- Most importantly, we talk with your child and with you about their learning, what is working/where the gaps are and work together on setting targets
- If we feel that an outside professional assessment would be helpful (e.g. Speech Therapist, Educational Psychologist, Occupational Therapist...), we will talk to you and obtain your consent to this, before arranging it. We will also keep you informed about the outcome of any assessment.

How will my child manage tests and exams?

In England, schools are responsible for checking whether a child is working at the level of a test (e.g. Key Stage 2 SATS) but cannot access them. The Head Teacher makes the final decision about this, for example if your child:

- has a physical or sensory disability (e.g. a visual impairment)
- spent lots of time in hospital towards the end of the Key Stage.

Specific arrangements can be put in place to enable children to access the tests. These are based on typical classroom practice for children with particular needs (e.g. if your child uses a laptop for everyday writing in class, this should be available for the exam). Detailed information about each access arrangement and how it can be used is available on the DfE's website at www.education.gov.uk/ks2.

SCHOOL SEND INFORMATION REPORT

(Special Educational Needs and Disability)

SEN SUPPORT including students with EHC Plans

What happens if my child does have some difficulties?

For all children (including those with special educational needs) the most important thing is that they get excellent classroom teaching, i.e:

- the teacher has the highest possible expectations for them
- teachers **assess** just what they understand and can do, and use this to **plan** the right experiences to move them on in their learning
- teachers and children carry out these plans in as exciting and practical ways as possible, so that children are engaged and actively involved in learning
- children (and parents at termly parents' evenings) are told what their learning targets are and given regular and focused feedback in the way their work is marked – offering clear praise for what they have achieved as well as next steps for their learning
- children's progress towards their targets is reviewed regularly – usually at the end of every unit of learning
- children's progress against national curriculum levels is assessed termly and further targets set / interventions planned as needed

Your child may also benefit from specific group work with a smaller group of children; for children with special educational needs these will be targeted at particular areas of need in their learning.

These kinds of groups, often called interventions:

- are planned at the start of each term by the class-teacher in consultation with Ms Steiert.
- are run in the classroom or outside
- are run by a teacher or teaching assistant who has had training and is supervised to run these groups
- have specific targets or goals set for the children involved so they know what they need to do next and when they have achieved this.
- include clear assessment before and after to measure progress

We also sometimes provide specialist groups or individual support as advised by external professionals if children would benefit from this approach. For your child this would mean:

- your child will have been identified by the class teacher and / or Senco (or you will have raised your worries) as needing more specialist input
- you will have been asked for your consent for the school to involve a specialist e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better and be able to support them in school. The specialist will work with your child and their team to understand their needs and make recommendations, which may include:
 - making changes to the way your child is supported in class e.g. some individualised support or changing some aspects of teaching to support them better
 - support to set better targets which include the area of their specific expertise
 - a group run by school staff under the guidance of the outside professional e.g. a social skills group
 - group or individual work with an outside professional

I know that the teacher and support assistants work very hard with my child because every day she is making progress.
Parent Y4

SCHOOL SEND INFORMATION REPORT

(Special Educational Needs and Disability)

Arrangements for supporting transitions for pupils with significant SEND

Children with an existing EHC plan apply for place at secondary school in a different way to others. They are contacted directly by the local authority, receive priority, and submit just three choices (whereas other children submit six).

At Southwark Park we will support all parents as far as we can to make the decision about which school is right for your child so as to make this process as smooth as possible. For children with special educational needs, this might include making contact and organizing meetings along with you and the Senco at secondary schools, where we can talk about the individual needs of your child, and get a realistic picture as to the support that they could expect to receive there.

Once your child has been allocated a place, we will help to plan the transition, meeting staff from the receiving school to pass on essential information, helping your child to talk through any concerns or anxieties they may have and facilitating visits to the school for your child. We will usually hold annual reviews of children with a statement so that their strengths and their needs are very clearly known at the new school.

Providing emotional support at such a time, helping children to put together their own portfolio, giving key information they would like known about them, is another important element of what we can offer. Sharon Bennett often plays a key role in supporting children at this important time.

Information about funding and resources

SEND Budget

Southwark Council delegates specific funding to school to meet the needs of children with SEND based on social deprivation factors, the number of children who qualify for free school meals and children's prior attainment. We use this allocation to meet the additional needs of SEND children within the school, providing support in a number of different ways:

1. External specialists (who assess children and provide training and support to staff in delivering specialised programmes, as well as meeting parents):
 - Educational psychologist – one day a fortnight
 - Speech and Language therapist – one day a week
 - Clinical Psychologist – one half day a week
2. Interventions which may be one-to-one or small group, delivered by teachers or specially trained Support Assistants. These are planned and reviewed at Pupil Progress meetings as well as separate meetings to review specific children.
3. Some of our budget is kept by Southwark to provide access to central services, such as :
 - Pupil referral unit
 - Autism support service
 - Cherry Gardens Outreach Service

Children with EHC Plans

The school will now finance the first £6000 of any future EHC plan from the SEND budget.

Support is provided for children with EHC plans or Statements as specified in their EHC plan or Statement of Special Educational Needs. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

SCHOOL SEND INFORMATION REPORT

(Special Educational Needs and Disability)

Where can I find further support or information?

Southwark Local Authority provides full information and support around its **local offer** and attached services. See their website: <http://localoffer.southwark.gov.uk/>
Telephone 020 7525 5000

The Southwark Information Advice and Support team (SIAS – formerly known as Parent Partnership) offers parents impartial support, training and advice on such topics as: Special Educational Needs; transition to secondary school; how to request an Education Health Care plan; understanding tribunals and SEND exclusions.
Telephone: 020 7525 3104 sias@southwark.gov.uk

KIDS London SEN Mediation Service is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator. Telephone: 020 7359 3635
www.kids.org.uk

Contact a Family provide services to any family regardless of the type of the child's disability as long as they live in Southwark. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons; quarterly newsletter and monthly email Telephone 020 7358 7799
southwark.office@cafamily.org.uk

ADDISS The National Attention Deficit Disorder Information and Support Service. provides information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals. Telephone: 020 8952 2800 www.addiss.co.uk

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD. Telephone: 0151 237 2661 www.adhdfoundation.org.uk

Southwark Autism Support is a project set up by The National Autistic Society to provide information, advice and support to the parents and carers of children and young people with an autistic spectrum disorder (ASD) living in Southwark. The service provides advice, information and suggestions to help with the behavioural, emotional and practical challenges that living with a child or young person with an ASD can present. Telephone: 020 7771 3491 www.nas-southwark.com Email: southwark@nas.org.uk

Scope is a national disability organisation whose focus is people with cerebral palsy, offering early years, education, and independent living and employment opportunities for disabled people.

Telephone: 08088003333 www.scope.org.uk Information: response@scope.org.uk

SCHOOL SEND INFORMATION REPORT

(Special Educational Needs and Disability)

Small Steps provide a supportive environment for parents of children with Cerebral Palsy and other forms of motor and sensory impairment. Parents are able to meet others sharing similar experiences, and can attend workshops that inform parents, giving them a platform for discussion and to socialise. Telephone: 0208704 5935 www.smallsteps.org.uk
Information: Info@smallsteps.org.uk

Down's South London (DSL), is a parent run charity based in Peckham that provides a free, unique early intervention therapy service to local children with Down's Syndrome.
Telephone: 020 7701 9521 Email: gundy@dircon.co.uk

Down's Syndrome Association (National) offers information and support on all aspects of Down's Syndrome. Telephone: 03331 212 300 www.Downs-syndrome.org.uk

Dyslexia Association of London offers support and information to parents, teachers and adults on dyslexia/specific learning difficulties. It also offers a befriending service. Telephone: 020 8870 1407

Dyspraxia Foundation is for parents of a child with dyspraxia who want to talk with other parents/carers in the same position. Telephone: 01462 454 986 www.dyspraxiafoundation.org.uk
Information: dyspraxia@dyspraxiafoundation.org.uk

The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people, believing that deaf children can do anything other children can do, given early diagnosis and the right support from the start, as well as involving them in decisions that affect them at as early an age as possible. Telephone: 08088 008 880
www.ndcs.org.uk
Information: helpline@ndcs.org.uk

Resources for Autism provides a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old. Telephone: 020 8458 3259
www.resourcesforautism.org.uk Information: liza@resourcesforautism.org.uk

Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits. Telephone: 01732 592 500 www.rlsb.org.uk Information: enquiries@rlsb.org.uk

Young Minds provides information and support for anyone worried about a child or young person's behaviour and mental health, providing information about the symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers.
Telephone: 08088025544 www.youngminds.org.uk Information: parents@youngminds.org.uk

Council for Disabled Children (CDC) aims to make a difference to the lives of disabled children and children with special educational needs, by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children. Telephone: 020 7843 1900 www.councilfordisabledchildren.org.uk
Information: cdc@ncb.org.uk

SCHOOL SEND INFORMATION REPORT **(Special Educational Needs and Disability)**

Southwark Carers an independent charity with over 5,000 carers currently registered, they provide information, advice and support to carers across Southwark. Telephone: 020 7708 4497 www.southwarkcarers.org.uk Information: info@southwarkcarers.org.uk

Southwark Parent Carer Council (PCC) a group of parent carer volunteers, who are working to achieve excellent local services for disabled children/young people aged 0-25 and their families. By working with partners in Education, Health and Social Care, to make sure all parent carers and young people have a voice - and have a say in the development and provision of our services. They are the parent carer forum for Southwark, part of the National Network of Parent Carer Forums (NNPCF). Telephone: 020 7525 1106 or 07944 107 019 www.Southwarkpcc.org.uk Information: info@southwarkpcc.org.uk

Southwark Young Carers Project A young carer is anyone aged 18 or under who helps to look after a relative who has a disability, illness, mental health condition, or drug or alcohol problem. Telephone: 020 7703 6400 www.actionforchildren.org.uk

Southwark Siblings for those living in Southwark, aged between 6 and 14, who help look after a brother or sister with a disability, giving them a chance to meet other siblings, make friends and share experiences, the chance to have fun and take part in activities through attending small groups and ongoing regular meetings outside the family home, also a regular newsletter. Telephone: 020 7701 2826 Information: www.kids.org.uk/Event/southwark-siblings Email: Natulie.woods@kids.org.uk

Family Action ADHD Specialist Service A project offering home visiting, telephone support and an 8-week "Managing ADHD Group" programme to support the families of children aged between 5 and 12 who have been diagnosed with ADHD; detailed information pack (provided on the home visit), offering further information about the diagnosis, some useful resources and explaining all the services available including Southwark specific services and online resources. Referrals come from any statutory or voluntary agency or self-referral. It is a free and confidential service.

Telephone 07923 103 243 corinne.turner@family-action.org.uk

SCHOOL SEND INFORMATION REPORT

(Special Educational Needs and Disability)

Complaints procedures

If you as a parent or carer wish to complain about how we have provided for the special educational needs of your child, our suggested procedure would be:

1. Speak to your child's class teacher and / or the Special Needs Co-ordinator, Ms Steiert.
2. If this doesn't solve the problem and you are still unhappy about how your child's needs are being met, speak to the Headteacher, Ms Pellicci. (You will probably need to make an appointment to do this, but the office should assist you in doing so).
3. If this still does not solve the problem, you will need to contact Ms Lang, the Chair of the Governors who is responsible for Special Educational Needs and Disability at Southwark Park. This is best done by writing to her, care of the school office.
4. Southwark Council are not responsible for investigating complaints about schools, but if you wish to seek outside information and advice on how to make a complaint please follow this link. <http://www.lgo.org.uk/publications/fact-sheets/complaints-about-special-educational-needs/>

If you wish to make a complaint to the Local Authority about some aspect of its practice with respect to meeting the Special Educational Needs of your child, this is perhaps best done by contacting them directly on: Telephone: 020 7525 0042 or via e-mail at:

complaints@southwark.gov.uk

Following a request for an Education Health and Care plan (EHC), if the local authority decides an EHC plan is not necessary you have the right to appeal to the Tribunal which is overseen by Her Majesty's Courts and Tribunal Service. You have up to two months from the date the decision letter is sent by the Local Authority to register the appeal. Where it is fair and just to do so, the Tribunal has the power to accept appeals outside of the two month time limit.