

Chaucer Primary School

***Policy for Special Educational
Needs and Disability***

July 2020

Headteacher: Mrs Claire Murphy

SENCO: Catherine Lea

SEN Governor: Position vacant

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Section 1: Our Aims

Chaucer is a 'Values-Led school' a place where all individuals are treated with respect and courtesy irrespective of their age, gender, race, nationality, cultural background or lifestyle. It is a school where all children are encouraged to strive to be the best that they can be, academically and personally, where the wellbeing of everyone is a priority.

Our school is committed to providing all pupils with teaching and support of the highest possible quality, within a safe and welcoming environment. Chaucer School is a learning community providing both challenge and enjoyment with the partnership of parents, family members and representatives of the local and wider community.

We at Chaucer Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. Each teacher is a teacher of every child, especially those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)

This policy has been created by the school's SENCO, Catherine Lea, and is to be used with governors, staff and parents & carers of pupils with special educational needs and disability.

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Teach our children the essential skills of Literacy and Numeracy within a broad, balanced and engaging curriculum, whilst fulfilling the requirements of the National Curriculum.
- Provide a secure, caring environment for all children, where they know they are valued as individuals and can develop to their full potential.
- To treat all children equally, fairly and provide equal opportunities.
- Make the children aware of the world outside school and understand issues which will affect their lives as they grow older, so they are better equipped to deal with them.
- Give the children the skills to maximise their potential in all areas of the curriculum.
- Introduce the children to the world of art, theatre and music to enrich their lives.
- To make them aware of differences in cultures and to celebrate these differences.
- Develop the children's physical skills and to encourage participation and enjoyment of sport.
- Encourage pupils to become responsible and caring members of society.

Section 2: Objectives

- Work within the guidance provided in the SEND Code of Practice 2014

- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
- Ensure good working relationships with parents, carers and the community.
- Ensure that school offers a broad balanced and differentiated curriculum that is accessible to pupils with Special Educational Needs and promote high standards of attainment and achievement.
- Ensure that the learning needs of pupils with Special Educational Needs are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of Special Educational Needs pupils.
- Ensure that the school liaises with outside agencies and special schools effectively to meet the needs of staff and pupils.

Section 3: Identifying SEND

The purpose of identification is to work out what action the school needs to take. The purpose is not to fit a pupil into a category. We identify the individual needs of pupils by considering the needs of the whole child.

According to the SEND Code of Practice 2014, there are four broad categories of need.

COMMUNICATION AND INTERACTION

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communicating. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination; which can impact on how they relate to others.

COGNITION AND LEARNING

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptom that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

SENSORY AND/OR PHYSICAL NEEDS

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

(Definitions taken from SEND Code of Practice ,2014)

There are occasions when progress and attainment may be affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health
- Wellbeing
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a refugee or asylum seeker

Where this is the case, appropriate provision will be made, however this does not automatically mean that the child will be placed on the Special Educational Needs Register. We take an individual approach to each child.

Section 4: A Graduated Approach to SEN Support

See Appendix 1

Chaucer Primary School is committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class. Support staff will be deployed to support specific pupils and groups of pupils in consultation with the school SENCO.

Class teachers and the school SENCO will seek to work with parents to identify children who need SEN support. Needs of the following nature may be identified for SEN support:

- A delay in a child's development. For example, this may relate to their speech, self help skills, social skills, emotional development, toileting, motor skills or something else
- There may be a growing gap in attainment between a child and their peers
- There may be slower progress between a child and their peers who start from the same baseline
- A child may regress in terms of their development or academic progress. This may be triggered by a life event, or healthcare need. Depending on the individual child, and in consultation with parents and carers, special educational provision may be required to support them.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Class teachers will maintain the personalised support plans and keep them updated.

1. Once a teacher identifies that a child is significantly behind their peers or expected progress they will submit an 'initial concern' form to the SENCO. The SENCO will first ensure quality first teaching is effectively used to differentiate the curriculum, outcomes, delivery and support for the child with a multi-sensory approach.
2. When reviewed, if the quality first teaching is not meeting the needs of the child, appropriate 'Wave 2' strategies will be identified in order to support the child. A Support Plan cycle (ASSESS, PLAN, DO, REVIEW) will be completed.
3. The Wave 2 strategies on the support plan will be regularly reviewed (REVIEW) and analysed with the teacher, parent and child. We may then decide to:
 - Increase the frequency of the support strategies or interventions
 - Increase the intensity of the strategies or interventions
 - Change the strategies or interventions to assess if an alternative is more effective
 - Seek external advice from a Specialist Teacher for a more detailed assessment of the child's needs and strategies to meet their needs
4. After an ASSESS, PLAN, DO, REVIEW cycle is complete, if child requires continued wave 2 SEN support to make progress they will be placed onto the school SEN register.

Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may

carry out some additional assessment. The SENCO will update all records of provision and impact of that provision.

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- At least two cycles of Support Plans (SP)
- Records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework and TAF meeting documentation (if applicable)
- Medical information where relevant
- National Curriculum attainment, and wider learning profile
- Educational and other assessments, e.g. Educational Psychologist
- Views of the parent and the child
- Involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- Parents/ carers and/ or child
- School
- An educational psychologist
- Health
- Social care
- Anyone else that parents/ carers request
- A specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.lancashire.gov.uk

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and

outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- Progress on actions towards agreed outcomes
- What we appreciate and admire about the child
- What is important to the child now
- What is important to the child in the future
- How best to support the child
- Questions to answer/ issues we are struggling with
- Action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Section 5: Criteria for exiting the SEND register

The SEND register is fluid in our school. If a child has closed the gap and wave 2 SEN support is no longer needed, they will be removed from the SEN register. This does not mean children will not be monitored and supported in other ways.

This would be determined at the review stage of the Graduated Approach.

Section 6: Supporting pupils and families

The Local Authority Offer is a helpful document for children with Special Educational Needs and disabilities and their families. It can be found at www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities.aspx

Our school SEND Information Report can also be found on our school website or a paper copy can be requested at the school office.

Admissions

Pupils with SEND are admitted to Chaucer Primary School in line with the school's Admissions Policy. The school is aware of the statutory requirements of the Children's and Families Act (2014) and the Equality Act 2010, and will meet those requirements. The school uses its induction process to work closely with parents and carers and to identify children with Special Educational Needs requiring additional provision. When the school is alerted to the fact a child may have difficulty in learning it makes every effort to collect all the relevant information and plan a suitably differentiated curriculum. Following the admission of children from other schools during the year, any information that can be ascertained regarding their Special Educational Needs is followed up and an induction procedure implemented for monitoring their progress and ensuring inclusion. The SENCO shares information with class teachers and support staff to make sure that children with Special Educational Needs joining our school from elsewhere are integrated successfully.

Parents

We at Chaucer Primary School value and recognise the important lead role that parents provide for their children. The involvement of parents is crucial. Class teachers and the SENCO will liaise with parents through: -

- An open door policy which means staff are available daily
 - Parent evenings
- Annual reviews for children with Education Health and Care Plan (EHC) Plans.
- Multi agency and TAF meetings.
- Parental Questionnaires.
- Home learning
- Teaching and support staff available before and after school for brief informal exchange of information.
- Appointments can be made with any member of staff at a mutually convenient time before or after school.
- Parents are made aware of the Parent Partnership Information, Advice and Support Services (IAS),
- Parents are supported to engage with external agencies such as the Children, Family and Wellbeing Service at Milton Street.
- Parents are welcome to attend a weekly drop in session with the SENCO on a Thursday morning 8:30-9:30am or arrange an appointment at an alternative time.

If a member of staff is concerned about the welfare of a child they should record their concerns on CPOMS and consult a Designated Safeguarding Lead (DSL), when their concerns related to Special Educational Needs they should also consult with the school SENCO.

The School's Designated Safeguarding Lead is Claire Murphy

The School's Child Protection Governor is Mrs Sue Jolley

Section 7: Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical

education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Section 8: Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the school action plan. Progress on the annual targets will be reported in the Annual Governor's Report to Parents.

Section 9: Training and resources

- Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role.
- Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.
- Teaching Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.
- The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.
- Training for teachers and teaching assistants is provided both within school and through other professional development activities.
- The school uses funding to provide external professional advice and support for individual pupils in line with their EHCPs and in relation to needs.
- The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head teacher or the SENCO.
- The SENCO will keep abreast of current research and thinking on SEN matters.
- The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.
- The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.
- External agencies may be invited to take part in INSET.

Roles and Responsibilities

The Governing Body

The SEN Governor will support the Governors to fulfil their statutory obligations by ensuring:

- ensure that a suitably qualified and capable teacher is employed as the school SENCO
- act as the governing board's champion and spokesperson on matters of SEND
- develop good relationships within the school, especially with the Headteacher and SENCO
- work with the SENCO to ensure that SEN policy is being followed
- work with the SENCO and Headteacher to ensure that SEND funding is allocated appropriately

- ensure that information is published on the school website about the implementation of SEND policy, in line with requirements

- the SEN policy is reviewed annually

- SEN training is included within staff Twilights and staff meetings to reflect the needs of the school and individual staff members.
- Funding is deployed in the budget to meet the cost of all children.
- Funding received for a statement/ Education Health Care Plan is allocated to ensure appropriate provision.

The Head teacher

The Head teacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Head teacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that Support Plans are written and that reviews take place.
- Line managing SEN Teaching Assistants

Role of Class Teachers and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. They are responsible for implementing quality first teaching methods in response to children's needs, and in turn planning for wave 2 and 3 support, or implementing the advice of professionals and other agencies.

Class teachers should direct and plan for the teaching assistants who work with their class so that all pupils are supported to make progress. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review Support Plans.

Section 11: Confidentiality- Storing and managing information

The confidential nature of SEND information is fully recognized at Chaucer Primary School. Hard copy files are stored in the SENCO's office, whilst electronic files are stored on a secure staff server, CPOMS and Support Plans are written and stored on EduKey Provision Map Software.

Section 12: Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review – September 2021

Section 13: Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Chaucer Primary School publishes its accessibility plans within its Local Offer and its Inclusion policy. These can both be found on the website at <http://www.chaucer.lancs.sch.uk/>

Section 14: Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors

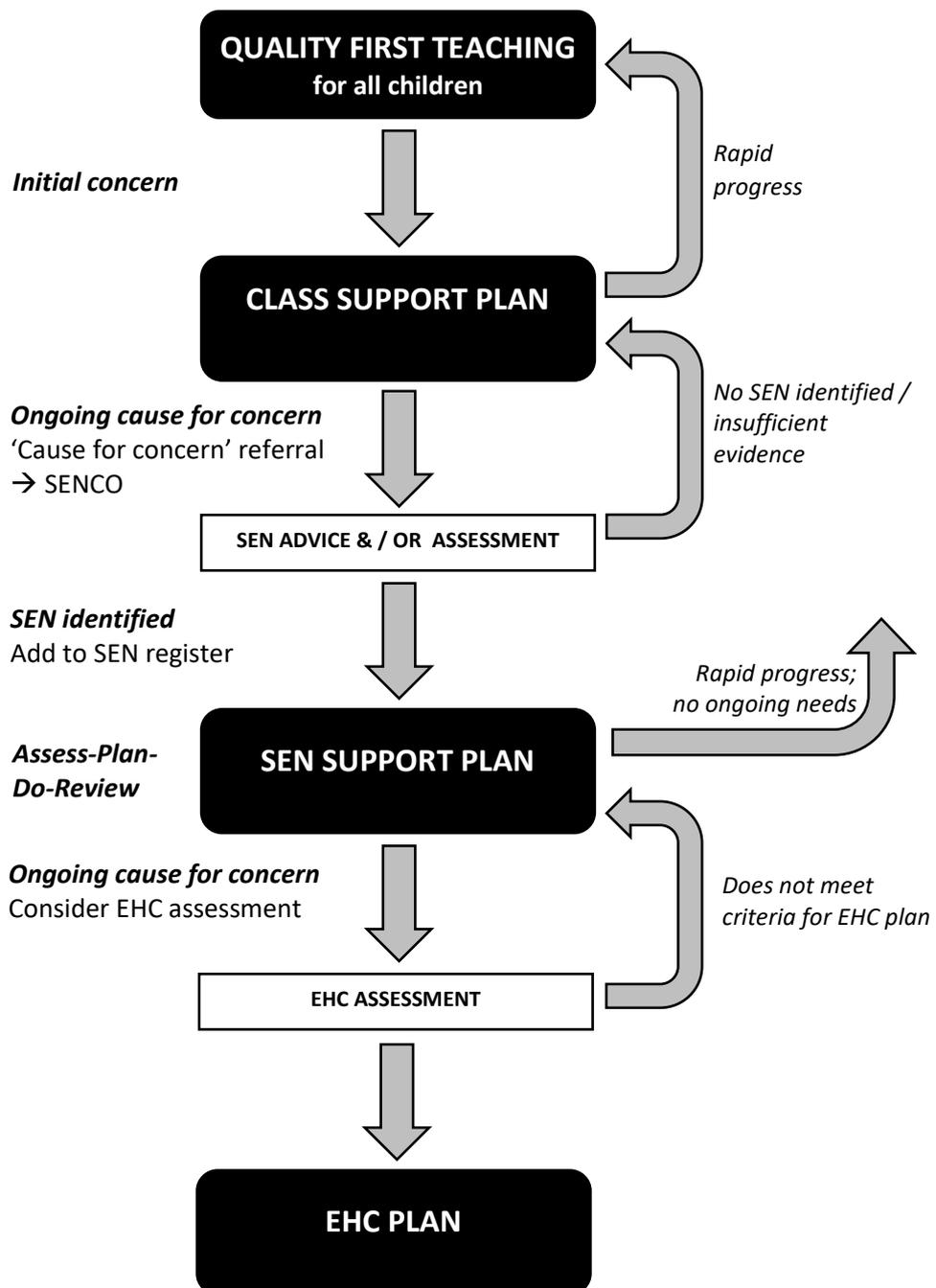
Parents are informed about Information Advice and Support Services (IASS)

Section 15: Bullying

Bullying is taken very seriously at Chaucer Primary School. To view the school's policy on anti-bullying, see the school's website at <http://www.chaucer.lancs.sch.uk/anti-bullying-policy/> Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Chaucer Primary School endeavour to generate a culture of support and care among pupils.

APPENDIX I: IDENTIFYING CHILDREN'S NEEDS

The following flowchart is a quick reference guide, illustrating how children's needs are met, and how SEN may typically be identified.



APPENDIX II: ASSOCIATED EXTERNAL DOCUMENTS

For further information, refer to:

- The Equality Act, 2010
- The Lancashire County Council Local Offer
- The SEND Code of Practice: 0 to 25 years (DfE, DfH, 2014; updated 2015)
- The Special Educational Needs and Disability Regulations, 2014
- The Supporting pupils at school with medical conditions (DfE, 2014)
- The Teachers' Standards (DfE, 2011; updated 2013)

APPENDIX III: Chaucer Primary School SEN Information Report

LINK

APPENDIX IV: Chaucer Primary School Admissions Information

<http://www.chaucer.lancs.sch.uk/admission-arrangements/>

APPENDIX V: Chaucer Primary School Child Protection Policy

<http://www.chaucer.lancs.sch.uk/child-protection-policy/>

APPENDIX VI: Chaucer Primary School Accessibility Plan

<http://www.chaucer.lancs.sch.uk/chaucer-accessibility-plan/>

APPENDIX VIII: Chaucer Primary School Behaviour Policy

<http://www.chaucer.lancs.sch.uk/behavior-policy/>

APPENDIX VIII: Chaucer Primary School Anti Bullying Policy

<http://www.chaucer.lancs.sch.uk/anti-bullying-policy/>

APPENDIX IX: SEN Glossary of Terms

LINK

APPENDIX X: SEN Remote Learning Offer

SEN Remote Learning Offer

Service/ Learning Support	Offer	
	For children on the SEND register	For children with an EHCP/ CAF
Support Plans	<p>Class teachers will continue to share SEN support plans with parents/ carers.</p> <p>Activities and ideas will be communicated to parents/ carers via the most appropriate means, depending upon the support plan's content. For example, though not an exhaustive list, this may be a work pack, equipment, regular phone conversations or websites. Parents can share their children's work, progress and any difficulties via Dojo, or Google Classroom.</p>	
EHCP Reviews	N/A	<p>EHCP reviews will continue in line with government guidance and SEN Code of Practice.</p> <p>Reviews will be carried out remotely via an online platform such as Zoom or Skype. Parents and professionals will meet remotely.</p>
Differentiated work	Class teachers will continue to provide differentiated work for SEN pupils via work packs or Google Classroom.	
Keeping in touch calls/ visits	<p>Staff will contact children and their parents/ carers to set work via Google Classroom, Dojo or offer paper packs.</p> <p>Where appropriate school staff may call via telephone, or arrange a doorstep visit to a child's home. This can be useful in order to maintain the child's familiarity with staff during a long break from school eg if there is a full school closure, a child needs to shield etc, and providing resources or other support for parents/ carers.</p>	<p>In addition school SENCO, or member of the school leadership team will contact these children and their families at least weekly. As far as possible and appropriate school staff will speak to the child as well as parent/ carer.</p>
Telephone 'drop in' appointments with SENCO	<p>Parents are always welcome to call the school office to make an appointment with the school SENCO. Thursday mornings will be made specifically available for parents to call and speak to the SENCO. Parents of children who are not on our Special Needs Register are welcome to call to discuss any concerns they may have</p>	

	<p>about their child. For example, this could be to do with their child's learning, mental health. speech and language etc</p>	
Lancashire Local Offer	<p>The Lancashire Local Offer can be found at: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/</p> <p>The Local Offer Facebook page is regularly updated with useful information, news and events in the local area: https://www.facebook.com/LancashireLocalOffer/</p>	
Speech and Language Therapy	<p>The school SENCO will continue to liaise with NHS Speech and Language therapists and the designated school speech and language therapist.</p> <p>Speech and language therapy care plans will continue to be sent to parents via the NHS.</p> <p>If parents need any support to implement or understand the speech and language care plan which has been issued to their child, their child's class teachers or the SENCO will be happy to support via a telephone conversation or Google Classroom.</p> <p>NHS Speech and Language service continue to offer parents a remote drop in: 01253 951101 or bfwh.admin.paediatrictherapy@nhs.net</p>	
Specialist Teacher and Educational Psychologist Support	<p>Specialist teacher support will be requested only with parental consent, and in order to support the continued progress/ development of the child.</p>	<p>With parental consent, we will continue to request support from specialist teachers and educational psychologists in order to guide the provision, and remote learning that is provided for children with EHCPs in order to support the child to meet the outcomes on their plan.</p> <p>Where a child does not yet have an EHCP and the school are gathering evidence in order to apply to the Local Authority for an assessment, this information and evidence gathering will continue through any school closure or child's self isolation period. Parents and the child will be fully involved and contribute to this process.</p>
Lancashire Parent Partnership (IAS)	<p>Free impartial, confidential advice around Special Educational Needs and Disabilities. Parents/ Carers can make referrals or you can ask</p>	

	<p>other professionals such as the school SENCO to do this on your behalf.</p> <p>https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/</p> <p>The service is free, impartial, and confidential. It can help you to gather, understand and interpret information and apply it to your own situation.</p> <p>They can provide information around the following areas in relation to SEND:</p> <ul style="list-style-type: none"> • rights, roles and responsibilities • health and social care processes, regulations and guidance • support from other agencies and organisations <p>They can also support to families in:</p> <ul style="list-style-type: none"> • managing mediation appeals, to the First-tier Tribunal • exclusion from school • liaising between you, your nursery, school or college and other professionals 	
<p>Whole Family Support</p>	<p>If your child is receiving support from a number of different professionals and agencies, or if your child is struggling, for example due to a bereavement, a traumatic experience, a health condition or something else it may be necessary for the SENCO or a member of the school leadership team to open a CAF (Common Assessment Framework) in order to identify any unmet needs and put a plan in place to support your child.</p> <p>If during a period of school closure you feel that your child may require this support do not hesitate to get in touch and book an appointment with the SENCO so that the most supportive course of action can be identified. Your child does not have to be on the SEN register in order for you to get in touch.</p>	<p>Any CAFs which are already open will remain active. Support for your child will continue to be implemented and reviewed at regular Team Around the Family (TAF) meetings which parents are invited to. If meetings in person are not possible, they will continue remotely via telephone conference.</p>
<p>Health</p>	<p>Through regular keeping in touch calls between parents and the school SENCO, class teacher or school leadership team it may be recommended that your child is referred to a specialist health service. This will only be done with your consent. Services include, but are not limited to:</p> <ul style="list-style-type: none"> • CAMHS • School Doctor 	

	<ul style="list-style-type: none">• Paediatricians• SALT• Physiotherapist• Occupational Therapy• Neurodevelopmental Pathway• Educational Psychologist• The school nurse or health visitor (U5s) can also be contacted for advice
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