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## **Reigate Parish Church School Special Educational Needs and/or Disability (SEND) Policy**

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This policy should be read in conjunction with the SEND Code of Practice, 2014, on which its aims and principles are based. This policy should also be read in conjunction with the school's medical, child protection, other learning and equalities policies.

This policy was developed with SENCO, staff, governors and shared with parents and families through the school website.

### **Introduction**

At this school, we believe that all children are entitled to an education that enables them to make progress so that they:

- achieve their best and fulfil their potential
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training .

We believe that every teacher is a teacher of special needs.

### **Definition of Special Educational Needs and/or Disability (SEND)**

A child with SEND has a learning difficulty or disability which requires additional or special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- 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

## Aims

At Reigate Parish Church School, we aim to:

- identify and assess children's needs promptly and implement early intervention programmes to support them
- use our best endeavours to make sure that any child with SEND gets the support they need – this means doing everything we can to meet their SEND
- regularly review how expertise and resources are used to address children with SEND, and how they build the quality of whole-school provision as part of their approach to school improvement
- encourage the participation of children and their parents in decision making, ensuring they have a voice
- ensure collaboration between education, health and social care services to provide support
- plan and implement high quality provision to meet the needs of children with SEND
- focus on inclusive practice and removing barriers to learning to ensure that children with SEND engage fully in the activities of the school alongside pupils who not have SEND
- plan successful preparation for transition into the next phase of education

## Identifying SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision, which is different from or additional to, that which is normally available to pupils of the same age. The expected higher quality teaching in class, which includes differentiated approaches and learning arrangements, is likely to mean that fewer pupils will require SEN provision.

This school's approach to identifying and responding to SEND is based on recognising the benefits of early identification – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

The identification of SEND is built into the overall approach to monitoring and tracking the progress of all children, including:

- assessing each child's current skills and levels of attainment on entry, building on information from previous settings and year groups
- being alert to emerging difficulties and responding promptly
- listening and understanding when parents express concerns about their child's development, and any concerns raised by children themselves
- class teachers, supported by the senior leadership team, making regular assessments.

The assessments measure the progress of all children to identify those making less than expected progress given their age and individual circumstances,

e.g

-.those who are significantly lower than that of their peers starting from the same baseline

- those who fail to match or better their previous rate of progress
- those who fail to close the attainment gap between themselves and their peers
- those where the attainment gap continues to widen

- high quality first teaching as an initial response to such low progress targeted towards the areas of weakness to reap any progress

- working with the SENCO to assess the child's needs including :
  - gathering evidence through formative and summative assessments
  - seeking the views of the pupil and their parents
  - regularly monitoring the pupil's response to any extra support
  - SENCO and class teacher to be aware of non-SEN needs which can hinder progress such as:
    1. Attendance and Punctuality
    2. Health and Welfare
    3. EAL
    4. Receiving Pupil Premium funding
    5. Looked after Children
    6. Personal circumstances

### **Equality and inclusion**

At Reigate Parish we ensure due regard to general duties to promote disability equality, recognising the anticipatory duties under the Equality Act 2010 towards individual disabled children. We make reasonable adjustments, to prevent any child with SEND being put at a substantial disadvantage.

### **Medical conditions**

At Reigate Parish we support children with medical conditions. Where children also have SEND, provision is planned and delivered in a co-ordinated way with the individual healthcare plan. We have regard to statutory guidance '*Supporting pupils at school with medical conditions*' with a separate policy based on this guidance.

### **Curriculum**

All pupils at Reigate Parish have access to a broad and balanced curriculum. We agree with the National Curriculum Inclusion statement that teachers should set high expectations for every child, whatever their prior attainment and teachers use appropriate assessment to set targets which are deliberately aspirational. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

We understand that other events can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being and sometimes this can be severe and need appropriate provision for a child's short-term needs in order to prevent problems escalating. The school has invested in an Emotional Literacy Support Assistant (ELSA) who is there to support these children on a 1:1 basis.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, these can be an indicator of a range of learning difficulties or disabilities.

Identifying and assessing SEN for children whose first language is not English (English as an Additional Language EAL) requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND. We are also able to draw on the expertise of the Racial Equality and Minority Achievement team(REMA). They will provide high quality assessments to help us determine the barriers to the child's learning. Difficulties related solely to limitations in English as an additional language are not SEN.

## **Four Areas of Need**

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take in order for the child to learn, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

### **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have expressive or receptive language difficulties or that they don't understand the social rules of communication. 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 with social, communication and language difficulties, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, verbal and non-verbal communication and imagination, which can impact on their understanding and how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children 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 possibly specialist provision. This includes 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 may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn, isolate or a selective mute, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, attachment issues, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties.

### **Special educational provision in schools**

Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.

**High quality first 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.**

In deciding whether to make special educational provision, the teacher and SENCO consider all of the information gathered from within the school about the child's progress. They look at the tracking data and compare it to their peers and the national data and expectations. Early discussion with the child and their parents take place to flesh out any other areas of strength and difficulty, this helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a child does have SEN, the decision is recorded in the school records and the child's parents are formally informed that special educational provision is being made and an Individual Support Plan(ISP) put into place.

### **SEND support in schools**

Where a pupil is identified as having SEN, the school considers many ways to enable a child to access their learning more effectively and put special educational provision in place. This SEND support takes the form of a four-part cycle of Assess-Plan-Do-Review through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

### **The graduated approach**

This draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles, in order to match interventions to the SEND of children.

#### **1) Assess**

In identifying a child as needing SEND support the class teacher, working with the SENCO, carries out a clear analysis of his or her needs which draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It also draws on other assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the child's own views and, if relevant, advice from external support services. This school takes seriously any concerns raised by parents. These should be recorded and compared to the setting's own assessment and information on how the child is developing.

This assessment is reviewed regularly which helps ensure that support and intervention are matched to need. The barriers to learning are identified and interventions put in place to overcome these, the interventions are evaluated regularly to assess their success. For some types of SEN, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need. These interventions are recorded on the school's provision maps and/or on an Individual Support Plan (ISP) for the child.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENCO should contact them if the parents agree.

## 2) Plan

Where it is decided to provide a child with SEND support, the parents are notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO agrees, in consultation with the parent and the child, the adjustments, interventions and support to be put in place. There are also determined clear outcomes for the expected impact on progress, development or behaviour, along with a clear date for review.

All staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's provision maps and/or child's ISP. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge.

Parents are made fully aware of the planned support and interventions and, where appropriate, include parental involvement to reinforce progress at home.

## 3) Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the teacher still retains responsibility for the child working closely with any Teaching Assistants (TA), Learning Support Assistants (LSA) or specialist staff involved. They work together to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

## 4) Review

The effectiveness of the support and interventions are reviewed in line with the agreed date. The impact and quality of the support and interventions are evaluated, along with the views of the child and their parent(s). This feeds back into the analysis of the child's needs. The class teacher, working with the SENCO, revises the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents are given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an Educational, Health and Care Plan (EHCP), the local authority reviews that plan, in cooperation with the school, as a minimum every twelve months.

## Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school considers involving specialists from outside agencies. Specialists support the school in advising on early identification of SEND and effective support and interventions. Reigate Parish involves a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of children of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The child's parents are always involved in any decision to involve specialists and need to give consent. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. This school works closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests.

Such specialist services include, but are not limited to:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers for inclusive practice, including Social Mental and Emotional Health
- Specialists for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists (SALT), occupational therapists (OT) and physiotherapists )

The SENCO, class teacher, specialists, and parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved documented on the Individual Support Plan, including a date by which progress will be reviewed.

### **SEN support Arrangements**

This may well be the time to start a SEN Support Arrangements document for the child. This is where the child's needs indicate that they may require sustained and increased support. The plan involves firstly a one page profile, this is where the child expresses views about how they see themselves and how we, as a school, can help them best. Secondly, written with the parents, a detailed outline of the child's story so far, their hopes and dreams and the aspirations of the family for that child, this gives a fuller picture of the child. Next is required a detailed synopsis of the child's abilities across the four areas of learning, this is written with all staff involved with that child's journey. The recording of ISP's is crucial for the 'assess, plan, review and do' process. If the needs continue to not be met sufficiently an Educational, Health and Care Plan may be required. This is where the child receives additional funding over and above the notional budget the school provides for a child with SEND.

### **Requesting an Education, Health and Care needs assessment**

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where the child has not made expected progress, the school or parents will request a pre-statutory SEND Support Review Meeting (SSRM) with all parties involved with the child. This is where the progress of the child is reviewed within the context of the core offer of the school. The unmet needs are considered and decisions are made regarding the most appropriate pathway in line with the Local Authority guidance. If an EHCP request is seen as the next step then the SEN Support Arrangements and all supporting evidence is collated and submitted electronically to the EHCP panel. This panel of SEN representatives from the local authority decide whether an EHCP is appropriate and whether the child's needs can further be met with additional funding for human resources and other funded interventions. To inform its decision, the local authority will expect to see well documented evidence of the action taken by the school as part of SEND support. If the decision confirms the school's statutory request then there is a 20 week process to return to the school a completed Educational Health and Care Plan outlining clear targets, strategies and amount of support to be provided.

If the Local Authority do not think that an EHCP is appropriate then the school /parents are allowed to request a further meeting to discuss this decision with an aim to get the Local Authority to reconsider through further investigation into the child's case . The school's EHCP coordinator, Hilary Moore([hilary.moore@surreycc.gov.uk](mailto:hilary.moore@surreycc.gov.uk)) organises and leads a Statutory Request Meeting (SRM) with all parties and must be recorded centrally on the Education Management System (EMS). This is all included in the 6 week (140days) process time.

### **Use of data and record keeping**

In line with the requirements of the Data Protection Act 1998, Reigate Parish keeps accurate and up-to-date records of the provision made for children with SEN, particularly details of additional or different provision made under SEND support. This forms part of our regular record keeping cycle and is used to support regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. We aim to record accurate information to evidence the SEND support that has been provided over the child's time in the school, as well as its impact.

The school maintains a provision map to show all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

SEND provision management records can be used strategically to develop special educational provision to match the assessed needs of children across the school, and to evaluate the impact of that provision on pupil progress. The provision management tool is used with the schools' bursar to best analyse the impact of SEND support. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all children as the most effective approaches are adopted more widely across the school. This evidence is imperative to help support the case for a child's need for an EHCP.

### **Involving parents and pupils in planning and reviewing progress**

This school provides an annual report for parents on their child's progress as well as termly face-to-face opportunities to discuss progress.

Where a child is receiving SEND support, the class teacher talks to parents more regularly, at least three times each year, to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and the school. We recognise that these discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEND support outside school and any changes in the child's needs.

These discussions are attended by the class teacher and supported by the SENCO, providing an opportunity for the parent to share their concerns and agree their aspirations for the child.

These discussions allow sufficient time to explore the parents' views and to plan effectively and, wherever possible, be aligned with the school's normal cycle of discussions with parents of all children, though may need longer than most parent-teacher meetings. Where age-appropriate, the views of the child are included in these discussions either through involving him or her in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion is kept within the child's SEN Support Arrangements and shared with all the appropriate school staff. This record is shared with the child's parents.

## **Transition**

Our SEND support includes planning and preparation for the transitions between this and the next phase of education i.e. KS2 junior school. To support transition, the school meets the SENCO of the junior school the child is moving on to and shares any relevant information with them. This school will agree with parents and pupils the information to be shared as part of this planning process.

## **Publishing information: SEND Information Report**

Reigate Parish will publish information on the website about the implementation of the policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible. We aim to provide the information required set out in the Special Educational Needs and Disability Regulations 2014, including:

- the kinds of SEND that are provided for
- procedures for identifying children with SEND and assessing their needs, including the name and contact details of the SENCO
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting children with SEND and involving them in their education
- arrangements for assessing and reviewing children's progress towards outcomes, this should include the opportunities available to work with parent and child as part of this assessment and review
- arrangements for supporting children in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children with SEND
- how adaptations are made to the curriculum and the learning environment of children with SEND
- the expertise and training of staff to support children with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children with SEND
- how children with SEND are enabled to engage in activities available with children in the school who do not have SEND
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families
- arrangements for handling complaints from parents of children with SEND about the provision made at the school

The above should include arrangements for supporting children who are looked after by the local authority and have SEND. This information will be easily accessible on our website or in hard copy from the school office by parents and is set out in clear, straightforward language. It includes information on the school's SEND policy and named contacts within the school for situations where parents have concerns. It gives details of the school's contribution to the Local Offer and includes information on where the local authority's Local Offer is published.

In setting out details of the broad and balanced curriculum provided in each year, this report includes details of how the curriculum is adapted or made accessible for pupils with SEN.

The school also provides data on the levels and types of need within the school available to the local authority. This data is required to inform local strategic planning of SEND support, and to enable the local authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND information report.

### **The role of the SENCO in schools**

- The SENCO must be a qualified teacher working at the school.
- Where a newly appointed SENCO has not previously been the SENCO in any relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- The school recognises that the SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school.
- The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCPs.
- The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO is aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after child (LAC) has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively using the provision management tool.
- liaising with parents of pupils with SEND
- Overseeing the interventions and evaluations completed by the LSA team
- Appraising the LSA team
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and it's support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

NB The school recognises that the SENCO needs sufficient time and resources to carry out these functions.

### **Funding for SEND support**

This school has an amount identified within its overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

This school, as part of its normal budget planning, determines the best approach to using resources to support the progress of pupils with SEND. The SENCO, Headteacher, School Bursar and governing body have a clear picture of the resources that are available and consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

This enables the school to provide a clear description of the types of special educational provision they normally provide which helps parents and others to understand what they can normally expect the school to provide for pupils with SEN.

### **Appendix 1**

Related guidance that organisations may find it helpful to consider are:

- **Working Together to Safeguard Children (2013):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- **The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers):** Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- **Equality Act 2010: Advice for schools:** Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission
- **Supporting pupils at school with medical conditions (2014):** statutory guidance from the Department for Education
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**
- **Anti-Bullying guidance** – please refer to the Behaviour Management policy
- **Dealing with complaints** – section 14 – please refer to our Parents Concerns
- **Safeguarding guidance** – please refer to our Child Protection and Safeguarding Policy
- **E-Safety guidance** – please refer to our E-Safety Policy

### **Appendix 2**

**NASEN** provides an SEN Gateway that enables access to a broad range of materials and support services across the range of SEN ([www.sendgateway.org.uk](http://www.sendgateway.org.uk)).

The **Excellence** gateway provides access to resources to support professional development in the FE and Skills sector ([www.excellencegateway.org.uk](http://www.excellencegateway.org.uk)).

**Early Support** provides a range of information materials to families and professionals [www.ncb.org.uk/earllysupport](http://www.ncb.org.uk/earllysupport)

The following organisations provide advice, information and training on specific impairments: **The Autism Education Trust** for children and young people on the Autism Spectrum ([www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk))

**The Communications Trust** for speech, language and communication difficulties ([www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk))

The **Dyslexia SpLD Trust** on dyslexia and literacy difficulties ([www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk))

The **National Sensory Impairment Partnership** for vision impairment, hearing impairment and multi-sensory impairment ([www.natsip.org.uk](http://www.natsip.org.uk))

**MindEd** ([www.minded.org.uk](http://www.minded.org.uk)) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.