



SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY [022]

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| Policy Lead: | Nadine Gooding-Hebert, SENCO & Co-Headteacher | Ownership: | Management Committee |

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1. Policy introduction and aims

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and resourcing.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, Emotional, Mental and Health (SEMH)
 4. Sensory/physical

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership. At the Croft and Addenbrooke's parents often reside on the ward which facilitates close, face to face daily collaboration. At the Phoenix and Darwin centres parents are invited weekly to review and plan for the education and medical treatment of their child.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with physical medical conditions and mental health conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the multidisciplinary team on each unit as well as with the Local Authority and other outside agencies, to ensure there is a multidisciplinary approach to meeting the needs of all vulnerable learners.

2. School Contacts

Strategic leads for SEN provision at the Pilgrim Pathways School:

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|------------------------------|-----------------------|------------------------------|---|
| SENDCo (whole school) | Nadine Hebert-Gooding | 01223 534500 | Ngooding-hebert@pilgrim.cambs.sch.uk |
| Headteacher | Nadine Hebert-Gooding | 01223 534473 01223 534500 | Ngooding-hebert@pilgrim.cambs.sch.uk head@pilgrim.cambs.sch.uk |

Each unit has an allocated teacher who is very experienced in dealing with children and young people with special educational and acute medical needs. In the first instance they are the point of contact.

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| Addenbrooke's - Primary and Secondary | Emma Chandler (Teacher in Charge) | 01223 586619 | echandler@pilgrim.cambs.sch.uk |
| The Croft | Katie Dzierozynski (Interim Teacher in Charge) | 01223 534500 | kdzierozynski@pilgrim.cambs.sch.uk |
| Darwin | John Underdown (Teacher in Charge) | 01223 534450 | junderdown@pilgrim.cambs.sch.uk |
| Phoenix | Shauna de Wolf (Teacher in Charge) | 01223 534407 | sDewolf@pilgrim.cambs.sch.uk |

3. Definitions

At the Pilgrim Pathways School, we use the definition for SEN and for disability from the SEND Code of Practice (2014) and the Equalities Act (2010).

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
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Disabilities: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as mental health, learning disabilities, asthma, diabetes, epilepsy, and cancer.

Most pupils at the Pilgrim Pathways School fall under the definition of SEN outlined above however we also recognise that these pupils may also have additional SEN needs and therefore across all units in addition to the needs outlined below we provide for all areas of special educational needs as they appear in the Code of Practice (2015).

- Cognition and Learning
- Speech, language and communication
- Social, emotional, behavioural and mental health
- Sensory and physical

4. Areas of Specialism by Centre

Whilst we have a 'one school' culture and ethos at Pilgrim Pathways School, it is important to recognise the variety of needs each of our centres specialise in and caters for.

- **Croft Learning Centre**- provides education for children and young people aged between 5-13 years old for with complex emotional, behavioural and social difficulties and their families.
- **Addenbrooke's Learning & Education Service**- offers a personalised education service to all school-age children who stay in Addenbrooke's Hospital for any length of time above three days.
- **Darwin Learning Centre** - provides education for young people aged between 13-18 years old with acute psychiatric needs, including self-harm and suicidal ideation.
- **Phoenix Learning Centre** - provides education for young people aged between 13-18 years old with complex eating disorders.

5. Identification and Assessment

Identification of any special educational needs will be complete through the following platforms:

- Discussions with children, young people and their parents or carers
- Lesson and behaviour observations
- Progress tracking, formative and summative assessments
- Liaison with the home school or current/previous education provider
- Extensive, daily collaboration with clinicians and the wider MDT

Assessment will be carried out following the processes above to ensure that testing is appropriate. We (Pilgrim Pathways School staff and members of the multi-disciplinary teams (whoever is most appropriate depending upon the needs of the CYP) use a broad range of formative tests including but not limited to:

- Standardised reading, spelling or mathematics tests
- Cognitive abilities tests (e.g. CAT or WISC)
- Tests of adaptive skills (ABAS)
- Profiling tools for speech, language and communication needs and emotional functioning
- Screening assessments for neurodevelopmental difficulties such as dyslexia or dyspraxia

6. Additional Centre Specific Identification and Assessment

As part the assessment process at The Croft, cognitive and neurodevelopmental assessments will be undertaken and these will inform the educational and SEND provisions for pupils.

At the other units' clinicians and psychologists will carry out assessments to inform student profiles of need and where necessary external clinicians and educational psychology services will be commissioned to assess special educational needs where the evidence indicates that this is appropriate.

7. Evaluation of Effectiveness of Provision

The quality of provision given to pupils with SEND is monitored through a number of processes both qualitative and quantitative that include:

- classroom observation by the senior leadership team, the SENCo, external monitoring,
- student voice,

- ongoing assessment of progress made by pupils with SEND
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND
- pupil and parent feedback on the quality and effectiveness of interventions provided
- attendance and behaviour records
- the effectiveness of SEN provision is reported on in our annual report document to the management committee and is available to external moderators such as OFSTED

8. Arrangements for assessing and reviewing the progress of pupils with SEN

Most of the pupils on role at the Pilgrim Pathways School due to the unpredictable nature of physical or mental health illness, medication and treatment and their effect on cognitive abilities or functioning have Special Educational Needs while they are inpatients. For a range of reasons, many out pupils have had complex educational journeys prior to joining us, with long periods out of education. Therefore, the teachers in charge follow a dynamic process to evaluate whether the pupil is likely to require additional support, whether needs would be best met following the elaboration of an EHCP, and whether they are likely to require a different appropriate educational placement. This evaluative process begins as soon as possible on admission, and will continue throughout the course of the admission as more information (internal and external. educational or from partner agencies) becomes available. A visual of this evaluative process can be found in Appendix 10.

In parallel to this, there are robust systems in place to ensure regular and dynamic reviews to monitor and support a holistic overview of the progress of pupils with SEND. Progress is a highly personalised measure and reflects the individual needs and wider contexts which the pupil has or is operating within in. This can take many forms, for example: improvements in levels of concentration, engagement, academic, social emotion or communication. Evaluation of progress takes into account a range of factors, including medical need, abilities, prior attainment and current presentation and evidence is often captured in a narrative form.

These systems include:

- a) Daily morning briefings in all settings
- b) Weekly Ward Round meetings (Croft, Darwin and Phoenix)
- c) Weekly leadership review of individual pupil progress via Line Management and/or scrutiny of centres' tracking systems
- d) 6 to 8 week multi disciplinary team progress meeting (CPA) (Croft, Darwin, Phoenix)

Pupils' attainment and progress is discussed in all of these forums and, if appropriate, the pupil themselves. Ongoing difficulties and pupils whose attainment is falling behind or where expected progress is impaired are quickly identified.

Additional support is put in place to increase the rate of progress, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an assess, plan, do and review (APDR) model:

- **Assess:** On or prior to admission extensive data pertaining to the pupil will be collated and analysed from multifarious sources and perspectives including but not limited to parents, home school, local authority and the NHS in order to make an accurate assessment of the pupils' needs.
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-

based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo, clinicians and nurses. Planning at this stage may include the decision to apply for an EHCP to enable the pupil to leave hospital with appropriate support or placement pending or agreed.

- **Do:** All pupils have an Individual Education Plan, these plans vary from unit to unit according to the purpose of the unit however generally plans include:
 - SEN support
 - Clear expected outcomes, which will include stretching and relevant academic and developmental targets (this may include, for certain age groups, targets around preparing for adulthood)
 - Parent/home school/child aspirations
 - Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes; the review of this plan is often part of the Care Programme Approach.
- **Review:** Progress towards these outcomes will be tracked and reviewed regularly with the parents and the pupil usually as part of the Care Programme Approach. If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 - Local Authority Support Services
 - Specialists in other schools e.g. teaching schools, special schools.
 - Social Services
 - Health partners

If all parties (i.e. parents, pupil, clinicians and home school) are in agreement then for pupils whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the home school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

9. Approach to teaching pupils with special educational needs

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners.

- Each centre teaches on enhanced ratios often 1:1 or small class groups
- There is a high level of staffing in classes according to need
- Individual Learning Programmes (ILP) are devised in consultation with the multidisciplinary team. This team includes specialist clinicians, nurses and consultants, SALT, Occupational Therapists and Dieticians who take into account the medical needs of all pupils
- SEAL programme (social and emotional aspects of learning) underpins our school day

10. Adapting the curriculum and learning environment for pupils with SEN

Classroom environments have been designed to meet the needs of the pupils in the specific units. For example: there is a soft room at The Croft and The Darwin which is set up as a nurture group layout. Learning spaces can be adapted to meet the students' needs and learning preferences. Students can be taught by the bedside where their illness impedes them from accessing the educational setting in some units.

- The curriculum is differentiated by the teachers in their planning using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment can be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. Adaptations will be shared with parents often through the Care Programme Approach meetings.

11. Additional support for learning that is available to pupils with SEN

Additional support in terms of equipment and facilities for pupils with special educational needs and disabilities might include:

- Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
- In class support (relationship building, social, emotional skill development)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc). This is usually through the mechanism of Care Plan Approach meetings.
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
- Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve SpLD etc.)
- Access to health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. UNICEF, Rainbow Flag) and community sources (e.g. Youth and Church groups, local businesses, advocacy)
- Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support.
- A bespoke curriculum.
- Students who take exams with us will be offered reasonable adjustments and access arrangements in line with JCQ guidelines.

12. Approach to integrating SEN and non-SEN specific pupils in the activities of the school (including physical activities)

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

It is possible for children in wheelchairs to attend any one of the four hospital schools. The three schools on the Fulbourn site are all on the ground floor and have ramp access. The children's wards at Addenbrooke's are located on the ground floor. Disabled parking is available at all four sites along with disabled access toilets.

13. Support available for improving SEMH needs

In each unit social, emotional and mental health is at the core of our curriculum. The school offers a wide variety of pastoral support for pupils. This includes:

- Pupil and Parent voice mechanisms are in place as part of our commitment to being a UNICEF Rights Respecting School and are monitored for effectiveness by the management committee delegate with responsibility for this area.
- Pupils' social, emotional and mental health functioning in education is tracked at most units.
- Small group, evidence-led interventions to support pupils' well-being are delivered to targeted pupils and groups, psychosocial interventions with the aim of improving functioning in education are offered at some units.
- Where appropriate, in some centres, pupils who find outside class times difficult are provided with alternative small group opportunities and action is taken to develop their social interaction skills. This work is undertaken collaboratively with clinicians and nursing teams.
- The school works with a number of external agencies to improve student health and wellbeing including but not limited to UNICEF, The Kite Trust, NYAS and Mind.
- An evaluated Personal, Social, Health and Economic (PSHE) curriculum, including RSE that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

14. Supporting children and young people with learning outside the classroom

We endeavour to give all children and young people opportunities to learn outside the classroom, access to these opportunities will be subject to risk assessment by a clinician but beyond that we ensure that we have sufficient staff expertise to ensure that no child with SEND is excluded from any learning activity.

15. Training and expertise within the teaching teams

Each team consists of teachers and teaching assistants who are experienced in a wide range of SEN. The education teams train in a broad range of special educational needs and practice evidence-based pedagogies. Furthermore, they train in relevant specialties alongside the clinical teams at each unit. We work closely with clinicians and other professionals and in collaboration with the multidisciplinary team and commission external professionals where this is required.

Teaching staff are offered the same training as the clinical team in most cases.

16. Equipment and Facilities

The school is funded on a flat rate basis by the local authority to provide education for children who are inpatients at The Croft, The Phoenix, The Darwin or Addenbrooke's hospital.

We do not receive SEND funding in addition. Where a child has an additional funding need, usually a tripartite arrangement to meet this need will be made between the current education provider, the relevant local authority and the school to fund this. This is if we are unable to fund it from our own budget.

We receive an annual flat rate allocation for Pupil Premium.

17. Supporting SEN pupils with their medical needs

All pupils at the Pilgrim Pathways School have medical needs as they are inpatients at NHS facilities. They are all provided with a detailed Individual Health and Care Plan, compiled in partnership with the multidisciplinary team, parents and if appropriate, the pupil themselves. Pupils can be taught at bedside where a clinician recommends this.

Staff will not administer medicines routinely as children all have access to the nurses on the ward as part of their admissions, however when required staff will administer medicine according to the specific instructions of the dispensing nurse and in accordance to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

18. Consulting and involving parents of children with SEN in the education of their child

Parents and in the case of looked after children, the designated education support officer and carers, will be invited to meet with the Teacher in Charge (TiC) at each centre upon or shortly after admission to discuss their views, concerns and aspirations for the pupil.

Thereafter they will be consulted and involved frequently with the progress and planning for the pupil. At the Croft and Addenbrooke's parents often reside on the ward which facilitates close, face to face daily collaboration. At The Phoenix and Darwin centres parents are invited weekly to review and plan for the education and medical treatment of their child. We value and strongly encourage parent involvement.

19. Consulting and involving young people with SEN in their education

This varies unit to unit with age and medical needs of the individual pupil. However, Pilgrim Pathways School uses pupil centred planning in every case. This means that pupil voice is front and centre of the planning process. The individual learning programmes are developed with the pupils in order to identify their abilities and strengths, their personal aims and the action they require to be taken by the centre during their admission in order to reduce barriers to learning and social success.

At The Croft pupils carry out a self-reflection and meeting with the teacher at the end of each session to review and reflect on the progress made with each pupil. At The Phoenix and at The Darwin pupils are invited each week to a multidisciplinary meeting to review and discuss their education and medical treatment.

20. Transition Arrangements

Smooth transition in and out of the centres is paramount to the long-term success of any interventions and ultimately the young person. Our pupils are in transition when they enter and leave hospital not necessarily at the end of a key stage or even a year group. A number of strategies are in place to enable effective pupils' transition.

a. Admission (in)

- Clear discharge goals are planned with the child and their parents/carers early on in the admission to facilitate sufficient time for extensive transition work to take place.
- Parent/carers are invited to a meeting with the relevant team member at each unit and are provided with a range of information to support them in enabling their child to settle into the unit including education.
- At the Croft and Addenbrooke's parents often reside on the ward which facilitates close, face to face daily collaboration. At The Phoenix and Darwin centres parents are invited weekly to review and plan for the education and medical treatment of their child. This liaison with allows concerns to be raised and solutions to any perceived challenges to be located on - or prior to - admission.
- Data from the current/previous education provider is requested upon admission.
- If pupils are transferring from another setting, the previous educational records will be requested on - or prior to - admission.

b. Transition to the next school or education offer (out)

- Colleagues work very closely with the home school to ensure appropriate provision are in place to support the young person's return.
- Where the young person does not have an identified school, pupils along with their parents, are supported to explore and secure an appropriate education provider in order to enable them to leave hospital. This support takes the form of multidisciplinary partnership working. The school team along with the unit transitions team will support the destination school to create and implement a suitable transition programme. This could include opportunities for pupils and parents to meet staff in the destination school including liaison with the SENCo/teacher in charge, accompanied visits, phased returns, taster sessions, buddy systems, graduated integrations, individual planning for education plans etc.
- Transition to the destination provider will be an essential part of the admission/discharge processes especially at the Croft, Darwin and Phoenix, schools are provided with a discharge report.
- We will also work closely with not for profit and social enterprises to create opportunities for young people to support them outside school to make the transition easier for example Romsey Mill in Cambridge.

c. Transition to Post-16 (out)

- Pilgrim Pathways School adheres to the guidance in *Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff January 2018* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- We support young people to find education, employment or training routinely as part of their admission/discharge and we often make referrals to the Senior Transitions Advisory service at the appropriate local authority to support young people at this stage of their school careers to ensure they have full support at this time.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. nationalcareersservice.direct.gov.uk or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.
- We run a variety of certified programmes enabling and encouraging young people to explore career options and we aim to give young people work experience where this is appropriate.

d. Readmission (in)

- On rare occasions, a student may return to the centre on a readmission due to a relapse in specified need.
- Dependant of the duration between admissions, the processes outlined in 20a will be revisited and refreshed with the multi-disciplinary. This is to ensure all parties have the most up to date information but also to establish the possible causation for the readmission and see where the interventions can be tailored to ensure this does not happen again.

21. Linked School Policies

- Behaviour principles written statement (2022)
- Data Protection (2022)
- Education Visits (2022)
- Infection Control (2020)
- Physical intervention policy (2021)
- Responding to self-harm guidelines (2020)
- Safeguarding and Child protection (2021)
- Supporting students with medical conditions (2022)

22. National References and Guidance

- Special Educational Needs and Disability Regulations (2014)
- SEND Code of Practice (2015)
- Supporting pupils at school with medical conditions (2014)
- SE7 Local Offer: Framework and Guidance. <http://se7pathfinder.files.wordpress.com/2013/12/se7-local-offer-framework-final.pdf>

23. Glossary

| | | | |
|-------------|---|--------------|--|
| CAF | Common Assessment Framework | IHP | Individual Healthcare Plan |
| CIN | Child in Need | KCSiE | Keeping Child Safe in Education |
| CME | Children Missing in Education | LADO | Local Authority Designated Officer |
| CP | Child Protection | PA | Persistent Absence |
| CPFT | Cambridge & Peterborough Foundation Trust | SENCO | Special Educational Needs Co-ordinator |
| DSL | Designated Safeguarding Lead | TAC | Team Around the Child Meeting |
| EHCP | Education, Health and Care Plan | TAF | Team Around the Family Meeting |
| EHA | Early Help Assessment | TiC | Teacher in Charge |
| MDT | Multi-Disciplinary Team | ILP | Individualised learning plan |
| SALT | Speech and language therapy | SEAL | Social emotional aspects learning |

Appendix 1: Support services available for the parents (including those for arrangements made in accordance with section 32)

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iasnetwork.org.uk/>

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/complain-about-school/disability-discrimination>

Appendix 2: Local Authorities Local Offer

The local offer is a resource developed by the Local Authority to signpost services and provision for young people with SEND in the local area. As the young people who attend the Pilgrim Pathways School come from a wide geographical area covering multiple counties the local offers for the surrounding counties are available here.

For children, young people and families in Cambridgeshire:
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

For children, young people and families in Essex:
<http://www.essexlocaloffer.org.uk/essex-local-offer/>

For children, young people and families in Suffolk:
<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

For children, young people and families in Hertfordshire:
<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

For children, young people and families in Norfolk:
<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

For children, young people and families in Bedfordshire:
<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>

Appendix 3: Accessing independent help and support

Pinpoint Cambridgeshire offers information, support and involvement for SEND parent carers.
<https://www.pinpoint-cambs.org.uk/>

Core Assets Children's Services: Commissioned by the Council for Disabled Children to deliver Independent Support to young people and their families.
www.coreassets.com/what-wedo/independent-support-service/

IPSEA: Independent parental special educational advice. <http://www.ipsea.org.uk/>

Each local authority has a SENDIASS advisory service, SENDIASS means Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years). The type and range of support offered includes:

- Information regarding the local offer, local policy and SEN/ disability law from independently trained staff

- Advice for parent/carers, children and young people on gathering, understanding and interpreting information and applying it to their own situation
- Personalisation of personal budgets
- Information on the local authority's processes for resolving disagreements, its complaints procedures and means of redress
- Signposting children, young people and parents to alternative and additional sources of local and national information, advice and support
- Individual casework and representation where needed including support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the child or young person.
- Support for parents and young people in managing mediation and appeals to the SEND Tribunal.

Appendix 4: National organisations that can support families

The Council for Disabled Children works collaboratively, from policy into practice, to ensure the best outcomes for children and young people. <https://councilfordisabledchildren.org.uk/>

The Council for Disabled Children Young People's Page have advisers who offer Information, Advice and Support Services and who are friendly and will always do their best to help. There are lots of different ways to talk to them. <https://cyp.iassnetwork.org.uk/>

Young Minds offer support online to young people and phone line support for parents of young people with mental health difficulties. <https://youngminds.org>

Parents Helpline: 0808 802 5544 (Monday to Friday 9.30am – 4pm, free for mobiles and landlines)

Appendix 5: Drugs and alcohol support

Frank - Confidential information and advice about drugs and substance abuse, whether it's for you or someone else. <https://www.talktofrank.com>

Helpline: 0800 7766 00 (24 hours, won't show up on your phone bill)

Appendix 6: Legal advice

Children's Legal Centre - Legal advice and representation for children and young people, plus information about your legal rights as a child.

<https://www.childrenslegalcentre.com>

Appendix 7: Advice and support for multiple concerns

Childline - Comforts, advises and protects children 24 hours a day and offers free confidential counselling.

Phone 0800 1111 (24 hours)

www.childline.org.uk

The Mix - Information, support and listening for people under 25.

Phone 0808 808 4994 (24 hours)

<https://www.themix.org.uk>

Youth Access - Get connected with the right support services and organisations in your area. For anyone aged 11-25.

<https://www.youthaccess.org.uk>

Samaritans - 24 hour confidential listening and support for anyone who needs it. (Adults included.)

<https://www.samaritans.org/how-we-can-help/contact-samaritan/>

Phone 116 123 (24 hours)

Appendix 8: Information and support for mental health issues

Young Minds offer support online to young people and phone line support for parents of young people with mental health difficulties. <https://youngminds.org>

Parents Helpline: 0808 802 5544 (Monday to Friday 9.30am – 4pm, free for mobiles and landlines)

B-eat - The UK's eating disorder charity. They have online support groups and a helpline for anyone under 18.
Phone 0345 634 7650 (4pm – 10pm 365 days a year)

<https://www.beateatingdisorders.org.uk>

Keep Your Head- Keep Your Head brings together reliable information on mental health and wellbeing for children, young people and adults across Cambridgeshire & Peterborough

<https://www.keep-your-head.com>

Kooth - Free, safe and anonymous online support for young people.

<https://www.kooth.com>

Appendix 9: LGBTQ+

Stonewall - The UK charity for gay, lesbian, bisexual and transgender people and their allies. They offer information, advice and where to get local support.

<https://www.stonewall.org.uk/help-and-advice>

Call their information service on 08000 50 20 20

Appendix 10: Pilgrim Pathways School SEND Pathways

