



## SEN/D Policy

### 1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 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 (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan (WMSF March 2023) \*\*
- Teachers Standards
- This policy was created by Angela Wright (SENCO) and parents of students with SEND at WMSF. Co-producing the policy is in the spirit of current reforms.

### 2. The Inclusion team at WMSF (also see appendix 1)

- The team currently consists of 2 teachers, 6 HLTAs and 4 learning support assistants.
- Teachers in the Inclusion team are trained and/or experienced in working with students with dyslexia and dyspraxia, students on the autistic spectrum, students with sensory impairment, language impairment, behavioural and emotional difficulties.
- The Educational Psychologist and teachers from the hearing and visual impairment teams provide regular and ongoing advice and support for students with hearing or visual impairment and those with specific or complex learning difficulties.
- The SENCO is planning on studying for The National Award for SEN (NASENCo award) (Clause 64, C & F Bill, 2014), this autumn.

#### ***Leadership Roles***

Angela Wright – SENCO, Curriculum Area Leader for Inclusion and Level 1 Year 1 tutor  
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Mary Berrisford – Principal of WMSF  
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### 3. Aims

- To identify and provide support for students who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, revised January 2015.
- To operate a “whole student, whole school” approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs students.
- To ensure that “every teacher is a teacher of every child or young person including those with SEND”.

### 4. Objectives

- To provide and administer support for all students with an EHCP and K SEN, in accordance with the Code of Practice (2015).
- To provide support for all other students who express a need/are judged to be in need.
- To provide this support in and out of class, within a flexible system, which allows us to respond to the needs of teachers and students.
- To provide a welcoming and encouraging atmosphere in which students feel free to seek and utilise support and to provide the appropriate support to meet their needs.
- To encourage the use of the Inclusion Area by students at all levels and in all curriculum areas, so that any student feels able to use our area and ask for help. Thus ensuring that negative stereotyping of users of the LS area does not occur.
- To liaise with class teachers and tutors to provide, exchange and update information about individual students.
- To support the work of curriculum areas by providing additional support within classes where the Curriculum Area Leader (CAL) or the class teacher feels there is a need, and by running intervention workshops for targeted groups.
- To produce and stock resources to assist students who need help in meeting the requirements of their course of study.
- To support the overall work of the WMSF in raising achievement in key skills and other areas through the production and stocking of resources and direct work with students.
- To liaise and consult with external agencies to provide a coherent service for students with specific needs including learning, medical, social, emotional, physical or sensory needs.
- To work with relevant external agencies and our WMSF adviser to support students with immigration issues.
- To ensure that, in accordance with the WMSF Equal Opportunities Policy, the building is accessible and physical resources are in place and operational for students who are deaf, visually impaired or have a physical disability.
- To ensure that, in accordance with the WMSF Equal Opportunities Policy, students with special educational needs and students with English as Additional Language (EAL) are able to enjoy equality of access to educational facilities at the Sixth Form.
- To encourage, in accordance with the WMSF Equal Opportunities Policy, an anti-racist environment, in which each student’s language and culture is valued, and an environment in which all students, regardless of ability or need, are accorded equal access and equal respect.
- To prepare SEN students for progression to higher education, training or work.



## Section Two

### 5. Identifying Special Educational Needs

- Students with EHCPs or identified as K SEN apply to WMSF in the same way as all students and are interviewed by staff in the Inclusion department. Local Authorities are contacted so that the EHCP can be amended to show that William Morris is the school placement for the student. The SENCO writes a response to the LA, outlining the needs of the student and how the student would be supported at WMSF; this includes the level of support so that the LA can provide funding.
- Other students with SEND are identified on entry through the application form, school reference and interview. In the past, some year 11 annual reviews in feeder schools have been attended by our department's teachers.
- Teachers and HLTAs interview students with special needs; liaise with SENCOs in feeder schools and obtain information and relevant reports prior to students enrolling at the Sixth Form.
- Other students are identified by teachers through observation of their functioning in class and work submitted.
- The students with SEND are put into four categories of need (in line with the SEND Code of Practice, 2015, P85). 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, not to fit a pupil into a category. At WMSF we identify the needs of students by considering the needs of the whole child, not just the special educational needs of the child or young person.
- When considering the needs of the students we look holistically at the individual and consider all areas that impact progress and attainment. This includes their attendance and punctuality, their health and welfare, if they are EAL, if they are a Looked after Child and if they have a disability.
- Under the 2015 SEND Code of Practice identifying behaviour as a need will no longer be an acceptable way of describing SEND. Any concerns relating to young person's behaviour will be described as an underlying response to a need which we will be able to recognise and identify clearly as we will know the young person well.
- Parents, families and young people are involved at each step of this process.

## Section Three

### 6. A Graduated Approach to SEND Support

- WMSF believes quality first teaching and the role of the class teacher/subject specialist teacher in providing for all students. The Code of Practice suggests that students are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (SEND COP 2015 Pg. 99 Section 6.37 onwards).
- Teachers and Inclusion staff are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- The quality of teaching for all students is regularly and carefully reviewed through lesson observations, work scrutiny and regular informal learning walks. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support



vulnerable students and their knowledge of the SEN most frequently encountered. (See Teaching and Learning policy and Lesson observation policy)

- Class teachers, tutors, Senior Tutors and the SENCO consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and assessment materials. This information is used to adapt special educational arrangements for all students.
- We use the ASSESS, PLAN, DO, REVIEW cycle, suggested in the Code of Practice (2015 Pg. 100-102).
- Students formally identified as K SEN are categorised as K SEN- SEN support, or K SEN-SENCO Monitoring in the SEN School Category.
- Students are placed on the school's K SEN register if there are concerns about their progress and additional interventions are being made.
- Students with medical needs will have a medical needs plan written and will be placed on the SEN register.

#### **Section Four**

#### **7. Managing Students' Needs on the SEN Register**

- The SEN register is monitored and maintained by the SENCOs.
- The allocation of staff and resources is mapped and reviewed on an annual basis to ensure that classes and students in need of support are fully covered. This is updated during the year by the SENCO as needs are identified or change.
- All students with an EHC plan or have medical needs will be on the SEN register.
- SEND Provision Maps are written at the start of the year with involvement of the young person and parents. Monitoring progress and setting new or amended targets is integral to the review process. This is reflected in amended SEND Provision Map, which are distributed to class teachers and tutors for comment and ratification.
- A designated staff member is responsible for maintaining the SEND Provision Map and monitoring the student's progress if they have an EHC plan. If they are on the SEN School Category a LSA will perform this role.
- The SEND Provision Maps will have clear outcomes set with agreed time frames. The SEND Provision Maps will be reviewed each term and discussed in the student progress reviews each term.
- Annual reviews are arranged for students with an EHP plans in accordance with the Code of Practice (2015). These take place in the Autumn Term for students who are in their second or third year and in the Spring Term for students in their first year at William Morris. Parents, representatives of the local authority (LA), members of specialist teaching teams and educational psychologists are invited to attend along with the student and the student's individual support teacher (IST). The review is by an SEND teacher, member of the Leadership Group or a Senior Tutor.
- The level of provision a student is given is decided in the application process or when the student is placed on the SEND register. This is reviewed regularly by the designated teacher and the SENCOs. It is also reviewed in the annual review. More information is provided in the school local offer on our website and the borough local offer on their website.



- Students with higher levels of need may require more specialised assessments and input from external agencies and professionals. The SENCO co-ordinates work with SALT provision and input from our Educational Psychologist (see appendix 1 for more information).
- If the SENCO identifies that WMSF are unable to fully meet the needs of a student through our own provision arrangements, the SENCO will decide if additional funding and support are needed from the LA High Needs Block. An application will be made by the SENCO involving parents/families and young people involved at each step of this process.

### **Section Five**

#### **8. Criteria for Exiting the SEN Register**

- Students are removed from the register if they have made adequate progress and no longer require interventions. Parents and the student will be involved in this decision.

### **Section Six**

#### **9. Supporting Students and Families**

- The Inclusion area works with parents/carers when appropriate and when they wish to be involved. Parents/carers are invited and encouraged to attend annual reviews and parents evenings.
- Parents are also welcomed and encouraged to phone, using the direct line to the Inclusion team, if there are any issues they want to discuss about their children.
- At tutor reviews and parents' evenings, Inclusion teachers are always available to discuss support, concerns etc.
- The SENCO and other members of the Inclusion team have provided talks for parents on the changes to the SEN COP (2015)
- We encourage parents to check the LA local offer on their website and our School Offer on our website (Regulation 53, Part 4)
- Please see our SEN Information Report, also known as our School Offer on our website (Regulation 51, Part 3, section 69(3)(a) of the Act)
- We have links with other agencies to support the family and student (See appendix 3)

### **Section Seven**

#### **10. Supporting Students at School with Medical Conditions**

- WMSF recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- The School Nurse works alongside the Assistant Principal for Inclusion to share information and support students with medical conditions.
- Students who require a Health Care Plan will have one produced when they start at WMSF. This is co-produced by the School Nurse, the student and Parents. Copies of the plans are given to all



staff working with the young person. The plans are monitored and updated by The School Nurse and the Assistant Principal for Inclusion.

- Some may also have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- We have developed our school policy for supporting students with medical conditions which is in line with new recent guidance published by DfE. Information on these guidelines can be found at [www.sendgateway.org.uk](http://www.sendgateway.org.uk). See the WMSF Medical Needs Policy.

## Section Eight

### 11. Monitoring and Evaluation of SEN/D

The success of the policy is judged against:

- The relative progress of students with SEND, as measured by exam results, review of SEND Provision Map, outcomes, integration in class and in the wider student body, involvement in William Morris Sixth Form affairs, participation in enrichment activities.
- The progression of students with SEND into higher education, training or work.
- The progress of students we are able to track in work, training or university. This provides a measure of the long-term success of work with these students, though it is partial since we are only able to track a sample of students in this way.
- This process sits within the overall William Morris Sixth Form review and exam results analysis cycle, which culminates in the Annual Report to governors in the autumn term.
- The Inclusion Team meets to discuss the progress of SEND students at regular intervals during the school year and at the end of the year.
- Regular meetings take place with curriculum areas, where progress of individual students is discussed. Inclusion staff attend these meetings as appropriate.
- At annual and other reviews, the views of students, parents/carers, specialist teachers/educational psychologist contribute towards an assessment of progress made by the student.

## Section Nine

### 12. Training and Resources

- The William Morris Sixth Form attaches high importance to the professional development of all skills. In accordance with the Staff Development policy, priorities for training are drawn up and reviewed annually to tie in with the William Morris Sixth Form development plan.
- Members of the Inclusion team have been funded by the William Morris Sixth Form continuing professional development budget to complete training in line with the above criteria and in response to the developing needs of students. Recent examples of training undertaken are detailed in Appendix 4.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.



- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- All staff are invited to briefings on students on the SEN register who they will be teaching prior to the start of teaching so they are familiar with the needs of students with SEND.
- The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.
- The school has membership of NASEN.

### **Section Ten**

#### **13. Roles and Responsibilities (also see Appendix 3)**

- The SEN Governors are Claire Elias and Cindy Baker.
- The SENCO is Angela Wright
- The Deputy SENCO, Higher Learning Teaching Assistants and Learning Support Assistants are in appendix 1.
- Matt Jenkins has responsibility for LAC and is the Designated Safeguarding lead and Assistant Principal.
- Matt Jenkins is also responsible for managing the school's work on meeting the medical needs of students. This is done in liaison with the school nurse, Donna Swinfen-Green.

### **Section Eleven**

#### **14. Storing and Managing Information**

- Files on students are kept in a locked cabinet in the learning support area. Electronic files are stored on the computer system which requires a password to access. Appropriate files are stored on our SIMS network so they can be viewed by all staff working with the students which also requires a password to access.

### **Section Twelve**

#### **15. Reviewing the Policy**

- SEND policy is reviewed annually by the school's SENCO in liaison with the governors, the students, and parents of students with SEND at WMSF. Co-producing the policy is in the spirit of current reforms.

### **Section Thirteen**

#### **16. Accessibility**

Admission arrangements:



- In accordance with the WMSF admissions policy, 'recruitment practice aims to promote equal access for all students to courses appropriate to their aspirations and abilities on entry, including students with special educational needs'.
- Students with SEN or a physical disability are admitted on the same basis as other students. No one is refused on the grounds of need or disability, provided we feel that they will be able to access and pass the course they are enrolled for.

#### Statutory Responsibilities:

- Students with SEND are fully integrated within WMSF. They follow the same courses as other students depending on course requirements.
- New Students with SEND are given the opportunity to visit the Inclusion area in the summer term before they start. Some students are invited to a transition afternoon to help them feel comfortable about the move to college.
- Additional support is provided by a Inclusion teachers or learning support assistants within lessons and in study periods on an individual basis or as part of a small group as required.
- Appropriate equipment is obtained and provided for students with visual and hearing impairments.
- Students are assessed for exam access arrangements.
- LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Our accessibility plan has details of how we meet this.
- This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Parents and careers can contact key staff when required. The protocols for this are set out in the WMSF School Offer, on our website.
- Students with SEND are enabled to access the courses on which they are enrolled through differentiated materials and delivery, individual and in class support and supportive technology if required.
- The Sensory and Language Impairment Team provide support and advice to students with hearing and visual impairment and their teachers. The MRO for visual impairment modifies materials and advises on equipment for visually impaired students.

#### Exams:

- A teacher on the Inclusion team (see appendix 3) is responsible for making special arrangements for students sitting external examinations, corresponding/liasing with individual exam boards and holding the evidence for reference and inspection.
- Students needing special arrangements include students with slow processing skills; students on the autistic spectrum; those with dyslexia, dyspraxia, spina bifida, cerebral palsy; other physical and sensory disabilities and medical conditions.
- Arrangements include provision of enlarged print papers, rest breaks, modified language for hearing impaired students, readers, amanuensis, permission to type rather than handwrite responses and an additional time allowance.
- Students who have exam timetable clashes need to be supervised between exams. This can be provided by Inclusion staff.

#### Integration:



- Students with SEN are integrated within the WMSF, with appropriate support in class and out of class on an individual or group basis.
- Students with physical and sensory disabilities are integrated through modifications to the building so that it is fully accessible to disabled students and those with sensory impairments.
- Enrichment activities in our extended curriculum are organised and supervised so that there are appropriate activities, where possible, for the widest range of students.
- Students are encouraged to respect each other and value individual differences. Those with learning needs and disabilities are accepted and treated with the respect accorded to any other students, in accordance with the WMSF Equal Opportunities policy.
- On rare occasions when students act otherwise, there is immediate intervention by staff, or staff and students, to explain and encourage support and empathy, and the situation is monitored to ensure that it has been satisfactorily resolved.

Facilities and Access (also see Appendix 2):

- The building is fully accessible for wheelchair users, students with physical disabilities and those with sensory impairments. The WMSF Accessibility Plan contains an audit and review of the current situation and plans for further development.
- All areas of the building are accessible for wheelchair users, except for rooms on the mezzanine levels, which they do not need to access. We have 3 toilets for physically disabled users.
- An environmental audit has been undertaken for a student with a visual impairment and appropriate modifications made within the building and courtyard areas.
- The Inclusion area has the use of 1 large room, equipped with resources to support special needs. We have a range of software which can be used by students according to their needs. These programmes can support literacy and numeracy. We have facilities to teach students individually and in small groups, and an interactive whiteboard to support their learning.

#### **Section Fourteen**

##### **17. Dealing with Complaints**

- Inclusion teachers will always work to find a solution to any problem that is acceptable to all concerned
- If a parent or student is not satisfied and wishes to complain about the provision or policy, they should raise it with the SENCO who will try to resolve the situation.
- If the issue is not resolved a meeting will be arranged with the Senior Tutor responsible for the year group, to resolve the situation.
- If this is not successful the complaint can be taken to the principal.
- At all stages we do our best to work collaboratively with parents and students.
- In the case of a student with an Educational Health Care plan: under the Code of Practice complaints of parents/students, where there is a conflict about the provision for their special needs, can be resolved through the 'disagreement resolution' service provided by the local authority.

#### **Section Fifteen**

##### **18. Bullying**



- All staff are skilled and experienced at working with students with a wide range of needs. We aim to remove all barriers for students. We have a culture of openness and the institution is built on positive relationships between all members of the WMSF community. This ethos is built into our induction program and all students are aware of our zero tolerance on bullying. References to bullying are in our learner's code which students sign in induction.
- Every student has a tutor who is responsible for their well-being. Anti-bullying is tackled in our tutorial systems. Students have access to pastoral mentors, Inclusion and the school nurse. We have an open door policy.
- We quickly identify bullying if it occurs. Bullying is taken very seriously and steps are taken by experienced staff to deal with it. Staff are skilled at mediating difficult situations if they arise between students.
- More details can be found in our Learners Code, our Bullying Policy and our Behaviour for Learning Policy.

## Section Sixteen

### 19. Links

#### **Links with other mainstream schools, special schools, further education and higher education institutions:**

- Members of the Inclusion team link with mainstream schools and special schools to facilitate the flow of information and support for students transferring to the William Morris Sixth Form. They attend annual reviews, where possible, meet and talk with prospective students and arrange for groups of students from special schools to visit the William Morris Sixth Form.
- The William Morris Sixth Form careers adviser works closely with the Inclusion area to advise and place SEN students progressing to work or training. Inclusion teachers and the careers adviser accompany students on visits and prepare them for interviews.
- A designated teacher in the Inclusion team works closely with the higher education careers adviser and with students making the transition to higher education and has built up a useful body of knowledge of the facilities and provision of the various universities for students with SEN, physical disabilities and sensory impairments.
- The teacher liaises with disability officers, makes preliminary visits with students and accompanies them to interviews if this is useful.
- The teacher helps writing personal statements, arranges assessments for the Student Disability Allowance.

#### **Links with health/social services & voluntary organisations (also see APPENDIX 3)**

- HLTAs make contact and liaise with these services as appropriate to the needs of their students.
- They link with health services over issues such as a medical condition affecting a student, vision and hearing assessments.
- They link with social services regarding occupational therapy assessments, provision for physically disabled students and input for 'at risk' and looked after students.
- They link with the speech and language therapy service for assessments and support.
- They consult with young people's mental health services.
- They liaise with refugee organisations, to help to resolve or minimise difficulties affecting students who are asylum seekers,



- They liaise with organisations for the partially sighted and hearing impaired, for grants and equipment.
- They liaise with organisations that support and advise on particular disabilities, such as cerebral palsy and autism.
- A school nurse now works at WMSF 1 day per week and supports work done by Inclusion team.



### Appendix One

#### **Roles of teaching staff and assistants in Inclusion (2022-23)**

All support teachers provide individual and in class support for students with learning support needs, provide advice and information about needs of individual students and differentiate work for curriculum areas.

<b>Angela Wright F/T</b>	SENCO and Curriculum Area Leader for Inclusion Inclusion Teacher Tutor to Foundation Level (L1ANW)
<b>Fay Llewelyn F/T</b>	Deputy SENCO Inclusion Teacher Organisation of annual reviews, including liaison with parents, tutors, local authorities Liaising with LAs regarding funding for students
<b>Mary Lawrence P/T</b>	Higher Level Teaching Assistant Emotional Literacy Support Assistant Links with English and Social Science curriculum area
<b>Jia Digby-Thomas F/T</b>	Higher Level Teaching Assistant Special exam arrangements (works with SENCO who is responsible for this)  Link with Maths and I.T curriculum area
<b>Renata Wronka F/T</b>	Higher Level Teaching Assistant Zones of Regulation Link with Maths and I.T curriculum area
<b>Lynette Lewis P/T</b>	Higher level Teaching Assistant Links with Media curriculum area
<b>Rafael Sanchez F/T</b>	Higher level Teaching Assistant Links with Maths curriculum area
<b>Gerard Moloney P/T</b>	Learning Support Assistant Links with Maths and English curriculum area
<b>Muhammed Rahman F/T</b>	Learning Support Assistant Links with IT and Business Department
<b>Shanice Murdock P/T</b>	Learning Support Assistant Links with Art and Humanities Department



**Elizabeth Edet P/T**

Learning Support Assistant  
KSEN Administration  
Links with Art Department

**Use made of teachers and facilities from outside the school:**

- The Inclusion area is well supported by an external Sensory and Language Impairment Team (SLIT), who advise teachers of deaf and visually impaired students, support these students, arrange the provision of specialist equipment for them and work with them in the William Morris Sixth Form.
- The MRO for visual impairment, based at Wendell Park School, advises on and loans equipment, enlarges texts, recommends desirable font size for the level of impairment and generally provides an invaluable service.
- Linden Lodge Mobility Services have carried out an environmental audit to advice on health and safety issues for visually impaired students and will provide ongoing advice and support as required.
- The Speech and Language Therapy Service provide assessments and active help for students with speech and language difficulties. This is commissioned by the student's Local Education Authority.
- The Educational Psychologist allocated by the LEA provides high quality support for students with complex learning difficulties and their teachers, offering consultation, advice and monitoring. She works with the Learning Support team to extend and develop our understanding and knowledge of ways of working with students with particular difficulties. She attends reviews where appropriate and works directly with students referred for assessment and support.



## Appendix Two

### **Accommodation and Resources**

- Learning and Language Support is accommodated in a new building which opened in 2016. Within this new 'E' Block the Learning Support Department shares with ICT, Languages and Social Science.
- E11 is used for group work and individual support takes place in this large room.
- E11 has 13 computers for students use and one interactive screen for group work/notices. The computers have Read and Write Software. A range of textbooks for all subjects as well as our subscription to FIRST NEWS is also available here.
- There are two round table spaces, these are used by staff to facilitate social skills building and for students to complete work at either independently or with support.
- E11 is a safe space where SEND students can come for support on work, safeguarding issues and progression information amongst other things.
- The new kitchen facility is used to provide SEND students with a daily warm breakfast meal at the Breakfast Club. Additional Life skills enrichment classes for SEND students are also held there.
- The kitchen design allows for there to be a retail space for SEND student to build customer service and where necessary money handling skills through role play and business projects.
- E1 is where LLS staff are based. Some students feel uncomfortable with accessing support in front of others and can use E10 if required.
- We also have a separate space, E10, which is used for group work, 1:1 lessons or meetings with specialist.
- LLS has 3 Ipads and 5 laptops for students to use in and out of the classroom.
- The filing cabinets contain differentiated resources for all curriculum areas, literacy worksheets, assessment materials, information on disabilities and specific learning needs.



### **Appendix Three**

Voluntary organisations that support students with special needs, physical and sensory disabilities

**Skill: National Bureau of Students with Disabilities.**

**336, Brixton Road**

**London SW9 7AA (0207-274-0565)**

A voluntary organization based in London. Promotes opportunities to empower young people and adults with disabilities to realize their potential in further and higher education, training and employment throughout the UK, information concerning access and provision in universities, financial support, personal care etc.

**SPEAR: Inspiring Employment**

**St. Paul's Centre, Queen Caroline St, London, W6 9PJ**

**[www.resurgo-spear.org](http://www.resurgo-spear.org)**

**(020 8748 5824)**

Spear equips young people with the hard skills they need to find a job, including CV writing and interview training. Their approach also tackles the attitudinal and behavioural issues that employers cite as major barriers to long-term success in their young recruits

Each Spear attendee who completes the course leaves with increased confidence, skills to find work and a City & Guilds Level 1 Qualification in Customer Service.

**Royal National Institute for the Blind**

**Student Support Service**

**PO Box49**

**Loughborough LE113DG (01509 611077)**

**Royal National Institute for Deaf people**

**19-23 Featherstone Street**

**London EC 1Y 8SL (0207-296 8000)**

**National Deaf Children's Society (NDCS)**

**24 Wakefield Rd**

**Leeds LS26 0SF**

**City Lit Centre for Deaf people and Speech Therapy**

**Keeley House**

**Keeley Street. WC2B 4BA (voice and minicom 0207-430-0548)**

**National Autistic Society**

**393 City Road, EC1V 1NE**

**(0207-833 2299)**

**Asperger's Syndrome Foundation**

**PO Box 31575**

**London W11 3WZ (020 7313 9851)**

**Scope (for sufferers of cerebral palsy)**

**6, Market Road. N7 9PW**

**Helpline (0800-626216)**



**British Dyslexia Association**  
**98, London Road**  
**Reading**  
**Berkshire RG1 5AU (01734 668271)**

**Calibre (cassette library of recorded books for the blind or partially sighted)**  
**Aylesbury**  
**Buckinghamshire HP22 5X**

#### **Appendix Four**

##### **Recent Courses that Inclusion Staff have attended**

- Training for Invigilators, Readers and Scribes (Online) Summer Term 2022
- NASENCo award- 1 member of staff will be working towards accreditation
- Emotional Literacy Support Assistants training – 2 members of staff
- Introduction to Child and Adolescent Mental Health training – 2 members of staff
- Online Safety for Professionals Working with Children with- 1 staff
- Supporting Children with Mathematical Difficulties – 2 members of staff
- Dyscalculia Awareness and Support – 4 members of staff