



# HAYDON SCHOOL

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# **INCLUSION POLICY 2017**

# Inclusion Policy

## 1. School Context

Haydon School is situated in north-west London in a well populated suburb. Haydon School is non selective with 1942 students on roll.

## 2. Inclusive vision

We are committed to providing an inclusive learning environment that encourages and challenges all students to achieve their maximal potential.

**Every child has a positive learning experience and the opportunity to succeed at Haydon and in later life.**

We aim to achieve this by assessing children's needs, offering a broad and balanced curriculum supported by a range of professionally and effectively delivered interventions matched to students' needs.

## 3. Definition of Educational Inclusion

An **educationally inclusive school** is one in which teaching and learning achievements, attitudes and wellbeing of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have had previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs.

(Evaluating Educational Inclusion: Guidance for inspectors and schools. Ofsted 2002, ref HMI 235)

## 4. Statement of Intent

- We strive to be an inclusive school. This means we aim to provide equal opportunities for all our students regardless of their age, gender, ethnicity, disability, background, attainment or special educational needs.
- We look/strive to remove barriers to learning and participation
- We believe that all students should have access to an appropriate education that gives them the opportunity to achieve their potential
- We value the unique talents, skills, achievements of our students
- We will provide an inclusive learning environment where each individual is inspired to achieve the highest standards
- The school aims to provide all our students with a broad, balanced, relevant and differentiated curriculum
- With the right resources, training and support strategies nearly all students, including those with special educational needs can be successfully included in mainstream education

- We aim to give the necessary support to those who are experiencing learning difficulties or whose education is hindered by physical, sensory, emotional or linguistic problems
- To monitor the progress made by all students
- It is also an expectation that students of exceptional ability should be challenged so that they make progress appropriate to their ability.

## 5. Objectives

- To identify, assess and remove barriers to learning through appropriate quality first teaching and graduated review cycles. Appropriate curriculum support, planned interventions and strategy sharing through Student Passport will enable every student to reach their potential
- To ensure that such identified students participate fully in the life of the school
- To ensure all students reach their potential
- To ensure that parents and carers are informed of their child's special educational needs.
- To encourage the active participation of students in their education in setting targets and monitoring their progress
- To encourage parents and carers to be actively involved in the child's education and progress
- To promote effective partnerships and involve outside agencies in meeting the needs of our students

## 6. Assessing and screening

- Early identification of learning difficulties is a priority
- We liaise with and visit our feeder primary schools to identify students who may experience difficulties on transfer
- The Special Educational Needs Co-ordinator (SENCO) attends all transitions reviews of statemented students
- On entry into year 7 all students complete a collection of screening tests (CATS, LUCID, Standardised Reading and Spelling) base line assessment.
- In year admissions have a meeting with the Year Leaders and the student's file from the previous school is looked at. Additionally all students complete an online screening assessment to aid identification on learning needs. If assessment shows a student needs further support they are placed on the schools Special Educational Needs (SEN) list at the appropriate stage:

# SEND List - Categorisation of Need

## Highest Level of Need/recorded on SEND register

### **S – Has a statement of Special Educational Needs**

*This category will phased out by Summer 2018.*

### **E – In receipt of an Education and Health Care Plan (EHCP)**

### **K – Complex/Severe (this will come up on SIMS as SEN Support)**

In addition to 'Quality First Teaching' the student will have more than 1 of the requirements below:

- Is in receipt of more than one school based provision/intervention by a specialist teacher.
- Has extremely limited academic progress over time.
- Has a diagnosed condition/disorder and in current receipt of both internal and external intervention.
- Has complex learning needs (functioning at or below 1<sup>st</sup> percentile).
- Two or more specialist professional assessments over time.
- Is a significant threat to the health and safety of themselves/staffs/peers.
- Likely to be a need for a longer term intervention (modified curriculum).

## Moderate Level of Need/ not on SEND register but support given in school, progress monitored and provisions recorded.

### **K2 - Learning Plus Support**

In addition to 'Quality First Teaching' the student:

- Is in receipt of more than one school based provision/intervention by a specialist teacher.
- Has been or is being seen by an external professional e.g. EP/SALT/OT/BST.
- Identified as being at or below 16<sup>th</sup> percentile/standard score of 84 in literacy and learning.
- Likely to be a need for a longer term intervention (modified curriculum).
- On-going needs in areas of:
  - Communication and interaction.
  - Cognition and learning.
  - Social, Mental and Emotional Health.
  - Sensory and/or physical.
- Higher Achieving Pupils are identified through a number of ways: teacher identification, department criteria, test and examination results

INCLUSION POLICY

**Review Process for SEND list (K)**

Area of Need	Entry Criteria	Exit Criteria	Possible interventions	QFT should include	Monitoring category (QFT and Student Passport)
Cognition and Learning	<ul style="list-style-type: none"> <li>• Diagnosis of learning difficulty combined with history of need</li> <li>• Significant working memory difficulties (standardised score of 84 or less)</li> <li>• CATs score in 1 or more areas of below 84</li> <li>• LUCID scores in one or more category of below 84</li> <li>• getting an intervention currently or within last 6 months</li> </ul>	Hasn't had an intervention for 6 months and needs should be met through QFT	Small Group English Extra English Functional Skills English Form Time Lexia Form Time Reading Boxes Form Time Symphony Maths Form Time Handwriting	Word banks and glossaries Overlays (where appropriate) Use of pale coloured paper Overlearning – through starters Strategies in ILP being followed	Diagnosis of dyslexia Specialist Report and history of need Significant working memory difficulties (standardised score of 84 or less) CATs score in 1 or more areas of below 74
Communication and Interaction	<ul style="list-style-type: none"> <li>• Diagnosis of ASD</li> <li>• Diagnosed S+L difficulty</li> <li>• Expressive or receptive language disorder</li> <li>• Getting an intervention currently or within the last 6 months</li> </ul>	Hasn't had an intervention for 6 months and needs should be met through QFT	Social skills groups Vocabulary Enrichment Programme (Heather Casey) ASD Awareness ASD support sessions SaLT led interventions Travel Training Use of social stories and comic strip stories Lunch Club	Breaking tasks down Clear and explicit success criteria Unpicking of new and key vocabulary Use of checklists Students using visual prompts and being encouraged in this by staff Strategies in ILP being followed	Diagnosis of ASD Diagnosed SLCN difficulty Expressive or receptive language disorder
Social, Emotional and Mental Health	<ul style="list-style-type: none"> <li>• Diagnosis of ADHD</li> <li>• Diagnosis of ODD</li> <li>• Diagnosis of other significant mental health disorder</li> <li>• LAC</li> <li>• Getting an intervention currently or within last 6 months</li> </ul>	Hasn't had an intervention for 6 months and needs should be met through QFT	What is ADHD? Group (LINK) Anger management Emotional Regulation group (LINK) PEP process	Careful consideration of seating plan Consideration given to groupings Clear boundaries, rewards and sanctions Strategies in Student Passport being followed	Diagnosis of ADHD Diagnosis of ODD Diagnosis of other significant mental health disorder LAC
Physical and Sensory	Diagnosed visual impairment Diagnosed hearing impairment Physical disability	Hasn't had an intervention for 6 months and needs should be met through QFT	Touch typing Handwriting support Specialist equipment Monitoring and intervention from Sensory service	Consideration given to seating plan Use of specialist equipment where appropriate Strategies in Student Passport being followed.	Diagnosed visual impairment Diagnosed hearing impairment Physical disability

**7. Legal Framework:** The school is committed to the following guidance and acts:

- The SEN code of Practice 2014
- The Disability and Equality Act 2010
- The Data Protection Act 1998
- The Education Act 2002

**8. Policy framework:** This policy needs to be read in conjunction with the following school policies:

- The SEN policy /Access Arrangements
- The Admissions Policy
- The Equal Opportunities Policy
- The Race Equality Policy
- The Anti bullying Policy
- The Child Protection Policy
- The Careers Education Policy including Independent Advice and Guidance
- The Curriculum Policy
- The Higher Achieving Pupils (HAPS) 2017 Policy
- The Behaviour for Learning Policy
- The Attendance Policy
- The Substance Abuse Policy
- The Care Control and Restraints Policy

**9. Co-ordinating Provision:** named staff

- Governor: Alastair Hunter-Jones
- Deputy Head Inclusion: Jayne Guest
- SENCO: Judith Evans
- Higher Achieving Pupils: Stephanie Baker-Perkins EAL: Cynthia Watts and Sophie Kennedy-Martin

**10. Specific Responsibilities**

**10.1 The Governing Body**

- Support and monitor the SEN Policy
- Ensure that all policies relating to inclusion are implemented across the school
- Have regard to the SEN Code of Practice
- Reports to parents in the governing body's annual report

**10.2 The Headteacher**

- Ensure that all staff are informed of their responsibilities
- The schools Admissions Policy is adhered to
- Liaise with the Deputy Head Inclusion and SENCO, staff and Governors to ensure that the SEN students receive the appropriate provision according to their individual needs.

### **10.3 Deputy Head (Inclusion)**

- Ensure that all policies relating to inclusion are updated and implemented across the school
- That all staff have access to appropriate training to support them in making the school fully inclusive
- To liaise with outside agencies and services and making sure that students are referred to them as required
- To ensure that tracking of groups of students are undertaken and the necessary support is put in place
- To monitor the Pastoral Team in identifying students with additional emotional and social needs and to support them in accessing the appropriate support for these students
- To monitor the support in place for those students with learning difficulties
- To monitor the academic, social and personal development of Looked After Children. To attend all LAC reviews and PEP meetings
- To monitor the provision for the Higher Achieving Pupils across the school

### **10.4 The SENCO**

- Ensure that the SEN list is kept up to date and that all staff are kept fully informed of any changes
- Ensure that all students on the list are receiving the required support
- Manage the Teaching Assistants so that their support is effectively used
- Ensure that the annual reviews for students with an EHCP/Statement are completed within the correct timescales
- Ensure that students with disabilities are given the appropriate support
- Liaise with outside agencies and services to give individual/group support to students where required
- To arrange staff training as required
- Review progress of students at SEN Support (K) through Student Passport process. Liaise with parents regarding support in place for their child

### **10.5 EAL Teacher**

- Identifies EAL students
- Assesses needs of EAL students and provides appropriate support via suitable resources, in class support, withdrawal from class
- Provides staff training as appropriate
- Monitors progress of students

### **10.6 Higher Achieving Pupils Co-ordinator**

- Refer to Higher Achieving Pupils Policy

### **10.7 Higher Level Teaching Assistants**

- Allocate TAs to support mainstream in liaison with SENCO
- Manage the process and orchestration of Access Arrangements in liaison with SENCO
- Allocate TAs to support students for Access Arrangements in examinations
- Provide some training for TAs
- Take small groups for some withdrawal lessons
- Manage and deliver targeted provision for students with autism
- Manage and deliver targeted provision for students with SLCN

### **10.8 Teaching Assistants**

- Carries out duties under the direction and support of the SENCO, HLTA and subject teacher with assigned faculty
- To liaise with the subject teacher to allow the student access to the work. This may require some differentiation and delivering some aspects of a student's passport
- Assist in the preparation of resources for targeted students
- Support students on the SEN list within mainstream lessons – facilitates individual/groups of students' access to and progress in the curriculum. Occasionally this may require a student to be withdrawn from the lesson
- Monitor and complete progress sheets on identified students.
- Attend reviews of student passports and Annual reviews and give feedback from their work with the children
- Provide targeted support at lunchtime

### **10.9 Link Leader**

- Liaise with Year Team and the SENCO to identify students who would benefit from the support of the unit
- Set up appropriate individual programmes for each student; focusing on behavioural, emotional and social development difficulties
- Set targets for students and ensure that they are reviewed
- Arrange reintegration programme back in to full mainstream lessons with the necessary support
- Manage the Teaching Assistants so that they are used effectively in the Unit and in the classroom
- Monitor the progress of students within the Unit giving feedback to Year Teams, SENCO and LT
- Liaise with parents on the progress of students in the Unit

### **10.10 Year Leaders and Deputy Year Leaders**

- Track and monitor students within their Year Group and identify any extra needs they may require
- Liaise with the SENCO, Link Unit Manager, outside agencies to ensure that the appropriate support is in place
- Set up and monitor Student Passports and PSP's as required
- Liaise with parents with regards to concerns, support in place and student progress
- Track and monitor incidences of bullying comparing SEND with non-SEND students
- Track and monitor number of exclusions comparing SEND with non-SEND students
- Track and monitor attendance figures comparing SEND with non-SEND students

### **10.12 Youth Workers**

- Manage the Exclusion room and support students with targets, review meetings to change negative behaviour and re-engage with their education.
- Provide a mentoring programme for identified students.

### **10.13 Faculty Managers**

- Ensure that the curriculum within their area is suitably differentiated and that all students have access
- To monitor the progress of all students across the faculty, identify any concerns and put in place any support required



- Ensure that all resources and equipment within the faculty are accessible to all students
- Ensure that the faculty has a list of Higher Achieving Pupils and that all the parents have been informed of the provision in place for these students

#### **10.14 All Staff**

- Ensure that all students are given equal access to the curriculum
- Be fully aware of those students in their class on the SEN list, EAL list and HAP's list
- Take into account all those students in the class with an Student Passport, PSP or IAP and ensure their needs and requirements are met
- Ensure that lessons are differentiated appropriately for all groups of students.
- Within the classroom all resources and facilities are accessible to all students

#### **10.15 Parents**

- Parents are kept informed of progress by regular contact through the school reports, parent's evenings, Student Passports, PSP or IAP and review meetings
- Parents are encouraged to fully participate fully in all aspects of their child's education and to attend all parents' evenings, curriculum evenings and review meetings

#### **10.16 Students**

- To fully participate in the life of the school
- To be actively involved in setting their targets and the review of these targets
- To engage positively with any intervention they are offered

### **11. Provision (Correct at time of writing)**

#### **11.1 Learning Support**

- On-entry to Year 7 students identified with a cognitive and literacy need are taught within the department for English and Extra English. Those students who have been identified as having literacy difficulties will drop their modern foreign language. The groups are no larger than 12 students
- Some students with a cognitive and literary need may receive additional in-class support
- **KS3** Years 8 and 9 also have an Extra English programme taught in small groups.

#### **KS4**

Year 10 and 11 students who have had a history of literacy difficulties are offered a modified curriculum studying Functional Skills

- A number of students that are identified via their EHCP or external specialist recommendation receive a one to one lesson by experienced special needs teachers.
- Planning of individual programmes to meet the needs of students via IEP's
- Liaison with external agencies
- Support and guidance for staff working with students
- Support for students working at off-site provision
- Access Arrangements
- Lunchtime club for targeted vulnerable students
- Targeted formative support
- Educational Psychologist

#### **11.2 Social Inclusion Unit**

Issue No: 2

Author: Mrs J Guest

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- To improve attendance and reduce detention and exclusions
- To provide short term teaching lessons in specific subject areas, taught by subject specialist in small groups
- Behaviour support lessons to include: conflict resolution, self-esteem building, social skills and organisational skills
- One to one tutorial each week – Re tracking
- In class support for some students
- To facilitate the reintegration of disaffected students back into mainstream school
- Student progress is monitored weekly with feedback to parents
- Some students with a history of SEMH need may be offered a modified KS4 curriculum option, studying P.S.E.

### **11.3 School Counsellors**

- Offer confidential counselling to students

### **11.4 Home School Liaison Officer**

- Monitors students attendance and punctuality
- Provides support for students and parents of those vulnerable students who have difficulty in attending school
- Liaise with the Participation Officer
- Makes home visits to students when required

### **11.5 Careers Advisor**

- Independent advice and guidance service for students from Year 9 to 13
- One to one interviews, group talks and drop in sessions
- Support for parents at Transition Parents' Evening, communicating information via Fronter and the school website.
- Invited to attend EHCP transfer reviews (Year 9,11 and 13)

### **11.6 Language College**

- Multi-media languages lab
- Community languages: Japanese, Gujarati, Mandarin, Panjabi, , and Portuguese
- Year 6 children taught languages at local schools European Day of Languages

### **11.7 Curriculum**

- KS4 –up to six option choices
- Opportunity to study two MFL
- Vocational courses in: Health and Social Care, Business, Construction,
- KS5, up to four A' Level courses and a Level two Media course and GCSEs in English and Maths
- KS4 Princes Trust Award (XL+ programme) combined with a Vocational Introductory Programme (VIP) at Uxbridge college
- Work related programme available for some students at KS4
- KS3, KS4 & KS5 Extended Project Qualification

## **12. Monitoring, assessment and review**

**12.1 School level:**

- Analysis of CAT's, LUCID, KS2, KS3, GCSE, Fischer Family Trust data
- Termly report data
- Attendance and exclusion data
- Self evaluation for Inclusion and school self evaluation

**12.2 Group level**

- Academic progress data of significant groups
- Attendance data for significant groups
- Year group data and provision mapping
- Internal and external tests assessments

**12.3 Individual Level**

- Progress against Student Passport targets
- Progress against statement objectives at annual review
- Student self assessment
- Parental feedback
- Individual assessments
- Behaviour, emotional and social patterns
- External agency assessments and reports
- Attainable targets are set on a student's Student Passport/PSP and are reviewed twice a year with the students
- Attainable targets are set on IAP and are reviewed at regular intervals as appropriate
- Students may be monitored via a report book to pastoral staff or via a faculty report, all with appropriate targets
- The Social Inclusion Unit monitor students' data and progress whilst students are in the Unit. This information is shared with parents and staff as appropriate
- Attendance data analysed and students made aware of their percentage attendance regularly
- Data related to behaviour available weekly to staff, monitored and appropriate support put in place

**13. Glossary**

ASD	Autistic Spectrum Disorder
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
BESD	Behavioural, Emotional and Social Difficulties
CoP	Code of Practice for SEN
EAL	English as an Additional Language
ECS	Explosive Child Syndrome
EHA	Early Help Assessment
EHCP	Education and Healthcare Plan
EP	Educational Psychologist
HAPS	High Achieving Pupils 5 – 10% highest attainers in any school and those with exceptional ability in one or more areas
IAP	Individual Attendance Plan
LAC	Looked After Child
PEP	Personal Education Plan a statutory plan which must be updated for LAC pupils
PSP	Pastoral Support Plan used to support students when working with an outside agency
RAISE On line full report	Data analysis documented created for each school based on pupil performance
SEN Support	Additional targeted provision for students with a learning disability, usually with a history of need, specialist advice will have been sought and recommendations followed.
SEF	Self-evaluation Form
SEN	Special Educational Needs as defined by the Code of Practice
SIP	School Improvement Plan
SMART	Specific, Measurable, Achievable, Relevant, timed limited targets
SpLD	Specific Learning Difficulty
TAF	Team Around the Family meeting: a multi-agency meeting for vulnerable children whose needs are not being met through the usual channels

#### 14. Other Useful contacts

Organisation	Description	Contact Details
ADD Information Services (ADDISS)	Provide information and support related to Attention Deficit Disorder for parents, teachers and healthcare workers	Tel: 0208 952 2800 <a href="http://www.addiss.co.uk">www.addiss.co.uk</a>
ADDNET UK	National Website for Attention Deficit/Hyperactivity Disorder	Tel: 0208 516 1413 <a href="http://www.web-tv.co.uk/addnet/html">www.web-tv.co.uk/addnet/html</a>
Advisory Centre for Education (ACE)	An independent national advice centre for parents providing advice on all aspects of education, including SEN	Advice Line: 0808 800 5793 <a href="http://www.ace-ed.org.uk">www.ace-ed.org.uk</a>
Anxiety Care	Information, support and advice for children and young people with any form of phobia, such as school phobia and their parents/families	Tel: 0208 262 8891 <a href="http://www.anxietycare.org.uk">www.anxietycare.org.uk</a>
ASSGO (Asperger Syndrome Support Group Online)	Help, advice and support from parents for parents of AS children	<a href="http://www.assupportgrouponline.org">www.assupportgrouponline.org</a>
Autism Independent UK	Raising awareness of autism in the UK and improving assessment, diagnosis, education and treatment	Tel: 01536 523274 <a href="http://www.autismuk.com">www.autismuk.com</a>
British Dyslexia Association (BDA)	Provides advice, support and information on dyslexia	Helpline: 0845 251 9002 <a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a>
British Dyslexics	Organisation that provides free information, advice, assessment and support to parents/guardians of children with dyslexia	Tel: 01352 716656 <a href="http://www.dyslexia.uk.com">www.dyslexia.uk.com</a>
CAAS – Centre for ADHD and Autism Support	Supports, educates and empowers individuals with ADHD and/or autism, their families, and the community.	Tel: 020 8429 1552 <a href="mailto:enquiries@adhdandautism.org">enquiries@adhdandautism.org</a> <a href="http://www.centre.adhdandautism.org">www.centre.adhdandautism.org</a>
Childline	Helpline for children with anxieties and fears regarding bullying, abuse, etc.	Children's helpline 0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a>
Dyslexia Action (formally Dyslexia Institute)	A national dyslexia teaching organisation that trains specialist teachers to assess and teach people with dyslexia	Tel: 01784 222300 <a href="http://www.dyslexiaaction.org.uk">www.dyslexiaaction.org.uk</a>
Dyspraxia Foundation	Gives advice, support and information on dyspraxia	Helpline: 01462 454986 <a href="http://www.dyspraxiafoundation.org.uk">www.dyspraxiafoundation.org.uk</a>
Foundation for People with Learning Disabilities	Works to improve the lives of people with learning disabilities, listening to and involving them in various ways. Online forums available for discussion of related issues	Tel: 0207 803 1100 <a href="http://www.learningdisabilities.org.uk">www.learningdisabilities.org.uk</a>
HACS – Hillingdon Autistic Care and Support	Local charity based in the London Borough of Hillingdon for children and young people on the autism spectrum.	Tel: 020 8606 6780 <a href="mailto:enquiries@hacs.org.uk">enquiries@hacs.org.uk</a> <a href="http://www.hacs.org.uk">www.hacs.org.uk</a>
Hyperactive Children's Support Group	Support for hyperactive children and their parents/guardians. They run clinics and workshops and provide information and advice regarding foods, etc.	Tel: 01243 551313 <a href="http://www.hacsg.org.uk">www.hacsg.org.uk</a>

I CAN	Support and information for professionals and parents of children with speech and communication difficulties	Tel: 08452254071 <a href="http://www.ican.org.uk">www.ican.org.uk</a>
Inclusion Team – London Borough of Hillingdon	London Borough of Hillingdon Inclusion Team who offer advice and hold SENCO forums for SEND Code of Practice.	Inclusion Manager: Tirzah Bagnulo <a href="mailto:tbagnulo@hillingsdon.gov.uk">tbagnulo@hillingsdon.gov.uk</a>  ASD Specialist: Cat Critoph-Hunt <a href="mailto:ccritophhunt@hillingsdon.gov.uk">ccritophhunt@hillingsdon.gov.uk</a>  Language Advisory: Gemma Goodman <a href="mailto:ggoodman@hillingsdon.gov.uk">ggoodman@hillingsdon.gov.uk</a>  <a href="http://www.hillingsdon.gov.uk">www.hillingsdon.gov.uk</a>
KIDS	Helping children with disabilities and other special needs, their families and those who work with them. Includes partnership with parents	Tel: 0207 520 0405 Branches and helplines in various regions – see website: <a href="http://www.kids.org.uk">www.kids.org.uk</a>
Kidscape	Information and advice for children and their families to prevent bullying and child abuse	Tel: 0207 730 3300 Helpline: 08451 205 204 <a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
Link Counselling service	Counselling service for young people	Fountains Mill Uxbridge <a href="http://www.hillingsdon.gov.uk">www.hillingsdon.gov.uk</a> Tel: 01895 277222
Mind	Provides advice and information about all aspects of mental health	Information line: 0845 766 0163 <a href="http://www.mind.org.uk">www.mind.org.uk</a>
National Autistic Society (NAS)	Advice, information and support for parents and professionals. Links to NAS Scotland, Wales and Northern Ireland.	Advice line: 0845 070 4004 <a href="http://www.nas.org.uk">www.nas.org.uk</a>
Pyramid	Advocates and supports positive intervention for moderate learning difficulties and helps schools	Tel: 0208 709 9900 <a href="http://www.nptrust.org.uk">www.nptrust.org.uk</a>
OAASIS	A resource, information and advice service for parents and professionals about aspergers syndrome, autism, etc.	Helpline: 0800 902 0732 <a href="http://www.oaasis.co.uk">www.oaasis.co.uk</a>
PEACH (parents for Early Intervention in Autism in Children)	Provides information and support for parents/guardians of children with autism and ASD	Tel: 01344 882248 <a href="http://www.peach.org.uk">www.peach.org.uk</a>
PHAB (Physically Handicapped and Able Bodies)	Clubs, activities, outings and holidays	Tel: 0208 667 9443 <a href="http://www.phabengland.org.uk">www.phabengland.org.uk</a>
Princess Royal Trust for Carers	Information, advice and support for carers, including many young carers	Tel: 0844 800 4361 <a href="http://www.carers.org">www.carers.org</a>
SEBDA (Social Emotional and Behavioural Difficulties Association)	Supports people who work with children and young people who have social, emotional and/or behavioural difficulties	Tel: 0161 240 2418 <a href="http://www.sebda.org">www.sebda.org</a>

Special Kids in the UK	A charity for families of children and young people with special needs. Offers information, support, contact, respite and lending service.	Tel: 0776 546 6818 <a href="http://www.specialkidsintheuk.org">www.specialkidsintheuk.org</a>
Tourettes Action	Information and support groups for families of children with the syndrome	Tel: 0845 458 1252 <a href="http://www.tourettes-action.org.uk">www.tourettes-action.org.uk</a>
Young Minds	Providing information and support to improve the mental health of children and young people	Tel: 0207 336 8445 <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>

**History**

<b>Date</b>	<b>Issue</b>	<b>Status</b>	<b>Comments</b>
November 2011	1	New policy	To Student Committee 16.01.12 - Accepted
February 2012	1	Final	To FGB for information 23.02.12 - Accepted
February 2014	1	Update	To Student committee 20.03.14 – Accepted. To FGB for information 08.05.14
March 2017	2	Update	To Student Committee 21.03.17 – Accepted. To FGB for information only 04.05.17