Sprowston Cluster

Special Educational Needs and Disabilities (SEND) Handbook

Academic year 2024 - 2025

A collaboration of schools in the Sprowston area

Cecil Gowing Infant

Falcon Junior

Garrick Green Infant

Frettenham Primary

Hainford Primary

Horsford Primary

Hall School

Lodge Lane Infant

Old Catton Junior

Sparhawk Infant and Nursery

Spixworth Infant

Sprowston Community Academy

Sprowston Infant

Sprowston Junior

White Woman Lane Junior

Woodland View Junior

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Cluster Special Educational Needs & Disabilities (SEND) Policy

Rationale

The Sprowston Cluster of schools is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all. We have developed this as a Cluster Policy in order to give a consistent response to all children and families in our care. The Sprowston Cluster promotes the following:

- Ensuring safety and security for all
- Maximising pupil well-being
- Removing barriers to opportunity and improving choice for all
- Planning for and investing in the future
- Encouraging partnerships, participation and contribution.

Context

The SEND Policy is a key element of the Sprowston Cluster's policy framework for supporting the needs of all children and young people between the ages of 3 and 18 years. It was originally written in 2013 to reflect the introduction of new arrangements in Norfolk with regards to the delegation of SEND finances to clusters of schools and the provisions of the Equality Act 2010. It was revised and updated in September 2015 to take account changes in the legal framework: Children and Families Act 2014, SEND Regulations 2014 and statutory guidance contained in the SEND Code of Practice: 0 to 25 years 2015. In addition, the policy is responsive to changes in the Ofsted inspection framework as well as the sharpened focus on the needs, aspirations and engagement of children and young people with learning difficulties and/or disabilities, and their families.

There is an emphasis across the public sector upon more collaborative and partnership working between local authorities and the Primary Care Trust (PCT), through the development of joint commissioning, Child and Adolescent Mental Health Services (CAMHS) and the East Coast Community Healthcare (ECCH).

Provision for the support of pupils with SEND at operational level is the responsibility of the Headteacher of each school within the Cluster. SEND documents, such as School Information Reports, and other relevant policy documents, are available on the respective School's website and should be read in conjunction with this policy.

Principles underpinning the SEND Code of Practice

All those working with disabled children and young people and those with SEN **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents and carers;
- the importance of the child or young person, and the child's parents and carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions; and
- the need to support the child or young person, and the child's parents and carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- the participation of children, young people, their parents and carers in decision-making;
- the early identification of children and young people's needs and early intervention to support them;
- greater choice and control for young people and parents and carers over support;
- collaboration between education, health and social care services to provide support;
- high quality provision to meet the needs of children and young people with SEND with high aspirations and expectations;
- a focus on inclusive practice and removing barriers to learning; and
- successful preparation for adulthood, including independent living and employment.

Visions and Aims of the Sprowston Cluster

- To provide the best quality of life possible to all children and young people including the most vulnerable in our society.
- To value all children and young people equally, with the right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours.
- To empower all children and young people so that their voice is heard and heeded in decisions made about themselves.
- To ensure all parents and carers are partners in meeting the needs of their children.

- To recognise and meet the diverse needs of children and young people through a range of flexible, responsive and varied provision.
- To make certain that there is a transparency in the provision of services for children and young people who are disabled or who have special educational needs (SEN).

A Definition of Special Educational Needs (SEN)

The SEND Code of Practice: 0 to 25 years (2015) uses the following as a definition of SEN:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' (p15-16).

The Definition of Disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

In the Act, 'physical impairment' includes sensory impairment and 'mental impairment' includes learning difficulties as well as impairment resulting from or consisting of a mental illness.

The definition can include a wide range of impairments, including hidden impairments such as Dyslexia, Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN), and Attention Deficit Hyperactivity Disorder (ADHD).

Having an impairment does not **of itself** mean that a pupil is disabled. It is the impact on the individual's ability to carry out normal day-to-day activities that has to be considered. The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination

- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

Discrimination arising from disability (Equality Act 2010)

(1) A person (A) discriminates against a disabled person (B) if:
- A treats B unfavourably because of something arising in consequence of B's disability; and
- A cannot show that the treatment is a proportionate means of achieving a legitimate aim.

(2) Subsection (1) does not apply if A shows that A did not know, and could not reasonably have been expected to know, that B had the disability.

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a parent or carer of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

More information about the Equality Act, and how you can obtain copies of the Act, can be found on the Government Equalities Office website: http://homeoffice.gov.uk/equalities/

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Special Educational Needs and Disability Act (SENDA) 2001, the Sprowston Cluster schools will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Schools will not refuse admission on the grounds of SEN but may seek advice from the LA if they feel current circumstances mean the need could not be met without greater levels of support. We will empower parents and carers to make an informed decision about the most appropriate setting for the holistic care and learning development for their child.

Identification of Special Educational Needs (SEN)

All schools within the Sprowston Cluster have a clear approach to identifying and responding to SEN (*see the SEN Policies and Information Reports on individual school websites*).

Schools assess each pupil's skills and levels of attainment on entry and continue to make regular assessments of their progress. Careful tracking seeks to identify pupils making less than expected progress, for example:

- progress which is significantly slower than that of others of the same age starting from the same baseline; or
- progress which fails to match or better the pupil's previous rate of progress; or
- progress which fails to close the attainment gap between the pupil and their peers; or
- where the attainment gap between the pupil and their peers widens.

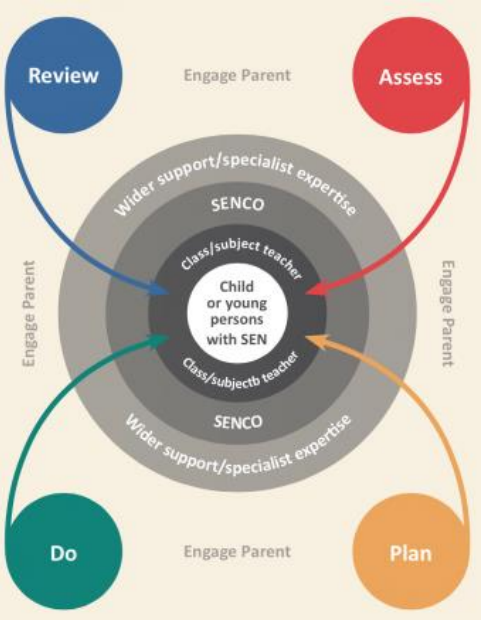
The first response should be high quality teaching targeted at the pupil's area of weakness. Where progress continues to be less than expected the teacher, working with the Special Educational Needs Co-ordinator (SENCO), will assess whether the child has SEN. In deciding whether to make special educational provision, the teacher and SENCO should consider all information gathered from within the school, the views and experience of parents and carers and the pupil alongside national data and expectations of progress. This should include specific and accurate formative assessment using effective resources. For higher levels of need, schools have arrangements in place to draw on more specialised advice from external agencies as appropriate.

The SEND Code of Practice: 0 – 25 years (2015) identifies four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Where a pupil is identified as having SEN, parents/carers must be formally notified and schools will take action to remove barriers to learning and put effective educational provision in place. This SEN provision takes the form of a four-part cycle – **Assess, Plan, Do, Review** – and is known as the 'graduated response'.

The Graduated Response



Requesting an Education, Health and Care needs assessment

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If issues persist then the school or parents and carers should consider requesting an Education, Health and Care needs assessment. This may result in the production of an Education, Health and Care Plan (EHCP). Further information about EHCPs can be found on the Norfolk County Council website: www.norfolk.gov.uk/SEND

Transition

Whenever any pupil transfers to another school/setting, including special schools, the home school will pass on all relevant information. In addition, for SEND pupils, there will also be dialogue between the class teacher and/or SENCO and/or Headteacher and a senior member of the receiving school's staff.

Roles and Responsibilities

The Governing Body

In each school in the Cluster, the Governing Body must report to parents and carers annually on the Cluster's policy on SEND. The Governing Body will nominate a governor with responsibility for SEND. The SEND governor will liaise regularly with the school's SENCO and report back to the full Governing Body.

The Headteacher

The Headteachers in the Sprowston Cluster will form the decision making group regarding Cluster SEN policy.

The Headteacher has responsibility for the day-to-day management of all aspects of their school's work, including provision for children with SEND. The Headteacher should keep their school's Governing Body fully informed and also work closely with the SENCO. The Headteacher will take recommendations and reports to the Cluster Head SEND meetings where additional funding is requested.

The SENCO

The SENCOs in the Cluster will form the implementation or operational group. The SENCO, in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND. Key responsibilities are:

- Overseeing the day-to-day operation of the Cluster SEND policy.
- Co-ordinating provision for children and young people with SEND.
- Liaising with and advising other teachers.
- Managing Teaching Assistants/the SEND team.
- Administering the records of all children and young people with SEND.
- Liaising with parents and carers of children and young people with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the educational psychology and specialist support services, health and social services, and voluntary bodies.
- Working with the Cluster SENCOs to support all learners within our community of school – Attending termly cluster meetings.

The Teaching Staff

All teachers actively seek to adapt the curriculum to meet the needs of pupils with SEND. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process. This is line with the principle that **all** teachers are teachers of pupils with SEND through quality first teaching and in line with the Ofsted Common Assessment Framework 2015.

Teaching Assistants (TAs)

TAs work with the SENCO in providing support for children and young people with SEND across the school. They liaise with class teachers, maintain records of the children and young people they work with, and attend reviews and meetings as requested.

The Role of Parents and Carers of Pupils with SEND

In accordance with the SEND Code of Practice 2015, the Sprowston Cluster believes that all parents and carers of children with SEND should be treated as equal partners. The Cluster has positive attitudes to parents and carers, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents and carers will be supported and enabled to:

- recognise and fulfil their responsibilities as parents and carers and play an active and valued role in their child's education;
- have knowledge of their child's entitlement within the SEND framework;
- make their views known about how their child is educated; and
- have access to information, advice and support during assessment and any related decision making processes about SEND provision.

Parents and carers are involved in supporting the target setting process for individual support through documents such as Pupil Passports, and their views are sought for reviews. We encourage active participation of parents and carers by providing guidance on how they can support their child's learning at home. We value the contribution that parents and carers make and the critical role they play in their child's education. All parents and carers will be provided with additional information about SEN via the SEN Report for each school - which will be in addition to this policy - to demonstrate the provision within their own setting. Information regarding provision for pupils with disabilities can be found in a school's Accessibility Plan.

Additional information and/or leaflets are available on request. In accordance with the schools' 'Open Door' policy, parents and carers are encouraged to contact the SENCO as needed either by telephone, email or appointment.

Pupil Participation

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to any individual education plans. This will be achieved through a variety of different approaches as appropriate to the age and maturity of the pupil.

Relationships with Outside Agencies

The Sprowston Cluster believes in multi-agency working. This includes Educational Psychologists and Specialist Advisory Teachers; health

professionals such as the school nurse, doctors, Speech and Language Therapists, Physiotherapists and Occupational Therapists; specialist medical services; social services; and voluntary organisations. We will provide them with any relevant information requested, having discussed this first with parents/carers to ensure permission, and may carry out specialist programmes recommended by them in school.

Monitoring and Evaluating the Success of the Policy

This policy will be monitored and evaluated by the SENCO, governors, staff and Headteachers from each school.

The policy should be read in conjunction with all other school policies, for example:

- SEN Information Report
- Equal Opportunities Policy (including the Single Equality Scheme)
- Accessibility Plan
- Teaching and Learning Policy
- Assessment Policy
- Behaviour Policy
- Safeguarding Policy
- Complaints Procedures

Policy date: October 2024

Review date: This policy will be reviewed in the academic year 2025-2026.

APPENDICES

School	SEN(D)Co	Telephone	Email
Cecil Gowing Infant http://cecilgowing.norfolk.sch.uk/	Helen Hoye	01603 429564	senco@cecilgowing.norfolk.sch.uk
Falcon Junior www.falcon.norfolk.sch.uk	Sharon Wagstaff	01603 441417	sendco@falcon.norfolk.sch.uk
Garrick Green Infant https://www.wensumtrust.org.uk/garrickgreen	Shelley Leggett	01603 409078	senco@garrickgreen.norfolk.sch.uk
Frettenham & Hainford & St Faiths http://www.harnserfed.co.uk/	Mary Board	01603 737405	m.board@frettenham.norfolk.sch.uk
Horsford Primary School http://www.horsfordprimaryschool.co.uk	Carin Pratt	01603 897938	senco@horsford.norfolk.sch.uk
Lodge Lane Infant https://www.wensumtrust.org.uk/lodgelane	Lisa Herron	01603 413946	senco@lodgelane.norfolk.sch.uk
Nebula Federation https://www.harnserfed.co.uk/	Jenni Porter	01603 737405	deputysend@nebula.norfolk.sch.uk
Old Catton C of E Junior www.oldcatton.norfolk.sch.uk	Bekki Hewitt	01603 426973	senco@oldcatton.norfolk.sch.uk
Sparhawk Infant & Nursery www.sprowstonsparhawk.norfolk.sch.uk	Devon Ainley	01603 406406	senco@sparhawk.school
Spixworth Infant www.spixworth.norfolk.sch.uk	Heallen Payne	01603 898483	office@spixworth.norfolk.sch.uk
Sprowston Community Academy https://sprowstoncommunityacademy.co.uk/		01603 485266	@sprowstonhighsch.org
Sprowston Infant www.sprowstoninfant.norfolk.sch.uk	Emma Wyatt	01603 429001	deputyhead@sprowstoninfant.norfolk.sch.uk
Sprowston Junior www.sprowstonjunior.norfolk.sch.uk	Liz Clark	01603 425150	senco@sprowstonjunior.norfolk.sch.uk

White Woman Lane Junior www.whitewomanlane.norfolk.sch.uk	Becky Quiles-Richmond	01603 419203	senco@whitewomanlane.norfok.sch.uk
Woodland View Junior www.woodlandview.norfolk.sch.uk	Heallen Payne	01603 898292	office@woodlandview.norfolk.sch.uk
ASSOCIATE MEMBERS			
Horsford Primary www.horsfordprimaryschool.co.uk	Carin Pratt	01603 897938	senco@horsford.norfolk.sch.uk

Other useful contacts/links

Norfolk County Council – Children's Services: SEND information and guidance www.norfolk.gov.uk/SEND

Asperger East Anglia, Charing Cross Centre 17-19 St John Maddermarket, Norwich NR2 1DN ☎ 01603 620500

Autism Education Trust www.autismeducationtrust.org.uk

British Dyslexia Association www.bdadyslexia.org.uk

Down's Syndrome Association www.downs-syndrome.org.uk

Dyslexia-SpLD Trust www.thedyslexia-spldtrust.org.uk

Dyspraxia Foundation https://dyspraxiafoundation.org.uk

Norfolk Parent Partnership www.norfolkparentpartnership.org.uk

Cluster Screening and Assessment Tools[1]

Numeracy
Sandwell Early Numeracy Test Revised (SENT KS1) GL Assessment Age Range: 4-8 *Sandwell Early Numeracy Test (SENT KS2/3)* *GL Assessment* *Age Range: 8 and above*
Single Word Reading
Single Word Reading Test (SWRT) GL Assessment Age Range: 6-16
Sentence Reading
Revised Salford Sentence Reading Test (SSRT) Hodder Education Age Range: 4.5-13
Reading Comprehension
Diagnostic Reading Analysis (DRA) Hodder Tests Age Range: 7-16
Spelling
Single Word Spelling Test (SWST) GL Assessment Age Range: 6-14
Handwriting
Teach Handwriting – online assessment of developmental handwriting difficulties and interventions to remediate http://www.teachhandwriting.co.uk Resources aimed mainly at primary age range but some also applicable to older children who continue to have difficulties in this area *Detailed Assessment of Speed of Handwriting (DASH)* *Pearson* *Age Range: 9-16*
Phonological Awareness
Phonological Awareness Battery (PhAB) GL Assessment Age Range: 6-14
Working Memory
Test of Memory and Learning 2 (TOMAL2) Pro-Ed Age Range: 5-60

Verbal Abilities
British Picture Vocabulary Scale 3 (BPVS3) GL Assessment Age Range: 3-16
Non-verbal Abilities
Raven's Coloured Progressive Matrices (CPM) Pearson Age Range: 5-11
Dyslexia screener
Lucid Rapid – Dyslexia Screener Lucid Research Ltd Age Range: 4-15 GL Dyslexia Screener and the GL online dyslexia screener
Visual screener
Visual Stress Assessment Pack: School Edition Crossbow Education Age Range: 4-16
Social, Emotional and Behavioural Needs
The Boxall Profile (online) The Nurture Group Age Range: available for primary and secondary aged pupils *Strengths and Difficultes Questionnaires (SDQ)* Motional
Speech and Language Skills
WellComm Toolkit (Revised) GL assessment Age Range: 6 months – 6 years Language Screen NELI

[1] This list is indicative of the assessment toolkit we would aspire for every school in the cluster to have ready access to – some may be shared across schools/the cluster

Sprowston Cluster SEND Profile[2]

2017 - 2018	Total on roll across Cluster schools	Number on SEN Support	%	Number with EHCP/Statement	%
	3733	432	12%	61	2%
2018 - 2019	Total on roll across Cluster schools	Number on SEN Support	%	Number with EHCP/Statement	%
	3737	436	12%	67 - 75 (including SIS SRB)	2% - 2%
2019 - 2020	Total on roll across Cluster schools	Number on SEN Support	%	Number with EHCP/Statement	%
	3986	515	13%	67 - 90 (including SIS SRB)	2% - 2%
2021 - 2022	Total on roll across Cluster schools	Number on SEN Support	%	Number with EHCP/Statement	%
	4324	547	13%	109 - 127 (including SIS SRB)	3% - 3%
2022 - 2023	Total on roll across Cluster schools	Number on SEN Support	%	Number with EHCP/Statement	%
	4358	569	13%	115 – 132 (including SIS SRB)	3% - 3%
2023 - 2024	Total on roll across Cluster schools	Number on SEN Support	%	Number with EHCP/Statement	%
	4,044	592	15%	148 – 164 (including SIS SRB)	4%- 4%
2024 - 2025	Total on roll across Cluster schools	Number on SEN Support	%	Number with EHCP/Statement	%

[2] Figures are an approximation based on information available at time of producing this report; therefore these are not presented as accurate throughout each academic year

Sprowston Cluster SEND Provision Map: Early Years and Primary

The following pages represent a range of interventions used across schools in the cluster – not all are available in all schools. The intervention used with an individual child will be in order to meet the specific needs of that child, and so not all interventions will be appropriate. The school SEN(D)CO will use her/his professional judgement about which intervention is best suited at any given time for a child in consultation with parents/carers.

Communication and Interaction

Targeted speech support	Targeted language support	Social communication and interaction skills
• Talking Partners • Talk Boost	• Language for Thinking • NELI – Nuffield Early Language Intervention	• Due to the crossover with interventions around social and emotional development, these are listed on the next page.

Cognition and Learning

General cognition and learning	Targeted literacy support: Phonics/Reading	Targeted literacy support: Spelling	Targeted literacy support: Writing	Targeted literacy support: Integrated	Targeted numeracy support
• Auditory short-memory intervention • Brain Gym • Clicker	• Lexia • Catch Up • Sound Discovery • Nessy • PAT • TRACKS • Little Wandle • Reading Eggs • RWI	• Precision Teaching • Sound Discovery	• Speed Up!	• Read Write Inc • Project X • Fresh Start • Acceleread/Accelewrite • Clicker 7 • Nessy	• Maths Whizz • Mathletics • Numicon • Norfolk Number Fixer • Catch Up Numeracy • Numbermasters

Social, Emotional and Mental Health Difficulties

Social, Emotional and Behavioural
• Circle of Friends • Confidence through Craft • ELSA – Emotional Literacy Support Assistant • Lego Therapy • Mindfulness • Music Therapy • Nurture Group • Play Leaders • Positive Play • Sibs • Talking and Drawing • Time For You • Motional

Sensory and/or Physical

Sensory and/or Physical
• Fine Motor Skills groups • Clicker • Fizzy Training Programme (OT recommendations) • Speed up

Equipment provided to support pupils with Sensory and/or Physical difficulties

- Overlays
- Wobble cushion
- Pencil grip
- Writing slope
- Seat wedge
- Dycem fixer
- Microphones
- Headphones
- Laptop

Sprowston Cluster SEND Provision Map: Secondary

	In-Class	ARC	Maths	English	Inclusion	Compass	Pathways
Cognition and Learning	TA support Differentiation including: Coloured books/overlays/PPT slides Printing PPTs Seating Plans Questioning Modelling and Scaffolding Use of student passports	Humanities Nurture Group (Y7) Catch Up Literacy Spelling Mastery Personalised timetables and small group/1:1 reading Range of testing including: LUCID Lunchtime clubs and small group eating together club ARC Form	Catch Up Numeracy (KS3) Small-group Numeracy (KS3) interventions Functional Maths (KS4) Maths form (KS4) TA support in lessons Showman support packs	Literacy Intervention (Y7) Literacy Boost from MFL (Y8 and Y9) Functional English (KS4) English Boost (KS4) EAL support TA support in lessons Showman support packs	Personalised timetables and 1:1 small group support	Showman support packs	Personalised Timetables In class support Academic mentoring Before school, lunchtime and after school provision
Communication and Interaction	TA support Reasonable adjustments: Consistency Seating plans Support with creative tasks Support with peer	ASD Champion 1:1 and small group work on social stories Personalised curriculum and break-out space	As above with adjustments made for ASD needs	As above with adjustments made for ASD needs	As above with adjustments made for ASD needs In class support and monitoring	1:1 and small-group work available where it is felt that it could work with the individual student	Personalised Timetables In class support Academic mentoring

	engagement Avoidance of sensory overload Use of student passports	Classroom support and observations ARC form			Risk management plans as appropriate		Before school, lunchtime and after school provision
Social, Emotional and Mental Health	TA support Seating Plans Checking In Allowing doodling pads/tangle toys Hands on tasks Movement around classroom Adjustments for organisation and homework	Personalised curriculum Support in the ARC TA support in lessons and collecting work Humanities Nurture Group (Y7) Opportunities for Student Leadership Lunchtime Clubs ARC form	As above with adjustments made for SEMH needs		Personalised Timetables Risk-management plans In class support and observation BSP and PSP support	1:1 support Group work support: CBT Bereavement Low Mood Depression Stress/Anxiety Panic attacks Phobias/Paranoia Self-Harm Body Image Relationships Sexuality Motivation Peer Support Personalised timetables Drop In service SPOC Referrals	Personalised Timetables In class support Pastoral mentoring Extra-curricular opportunities

Physical and Sensory Needs	Accessible rooming Use of larger fonts and colours Writing ramps Emailing work to IPADS	Personalised curriculum and rest breaks in the ARC 1:1 support as required PE support Medical needs support Short term provision for students who cannot access classrooms	As above with adjustments made for PSN needs	As above with adjustments made for PSN needs	As above with adjustments made for PSN needs	As above with adjustments made for PSN needs	As above with adjustments made for PSN needs

External Agencies[3]

- **Access through Technology (ATT)**

https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/send-provision-services/access-through-technology-att

- **Benjamin Foundation**

www.benjaminfoundation.co.uk

- **Child and Educational Psychology Service (CEPP)**

www.cepp.co.uk

- **Children and Adolescent Mental Health Service (CAMHS)**

https://www.norfolk.gov.uk/care-support-and-health/health-and-wellbeing/childrens-health-and-wellbeing/mental-health-camhs

- **East Coast Community Healthcare (ECCH)**

https://www.ecch.org/

- **Educational Psychology and Specialist Support (EPSS)**

http://www.norfolkepss.org.uk/

- **Locksley Short Stay School for Norfolk**

https://www.sssfn.org.uk/the-locksley-school/

- **Mancroft Advice Project (MAP)**

www.map.uk.net

- **Norfolk Directory**

https://www.norfolk.gov.uk/norfolk-directory

Norfolk Youth Offending Team (NYOT)

www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/partnerships/childrens-social-care-partnerships/youth-offending-team

- **Point1**

[3] This list is not exhaustive – please refer to the Norfolk Directory for further information on services available in the local area

https://www.ormiston.org/what-we-do/mental-health-and-wellbeing/

- **School to School Support (S2S)**

www.s2ssupport.co.uk

- **Specialist Resource Bases (SRBs)**

https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/send-provision-services/specialist-resource-bases-srbs

- **Speaking and Understanding – Independent Speech and Language Therapy**

www.speakingandunderstanding.co.uk

- **Travel Independence Training Across the Nation (TITAN)**

https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/send-provision-services/travel-training-titan

- **Virtual School for Children in Care**

https://www.norfolk.gov.uk/children-and-families/children-in-care/norfolk-in-care-council/education/virtual-school-for-looked-after-children

- **Virtual School for Sensory Support (VSSS)**

www.vsss.virtual-school.org.uk

- **Willow Tree Learning**

www.willowtreelearning.co.uk