

Alcester Academy

DRAFT SEN Information Report



Approved by: [Name]

Date: DRAFT document
November 2025

Reviewed by: [Name]

Last reviewed on: [Date]

Next review due by: **Annually**

Alcester Academy

This SEND Information Report outlines how we implement our Special Educational Needs and Disabilities (SEND) policy in practice. Its purpose is to provide clarity on the support available for pupils with SEND and how this is delivered within our school.

For further details about our SEND provision, please refer to our full SEND Policy, available on our website: [Alcester Academy |Policies & Statements.](#)

Warwickshire's Local Offer can be found at <http://www.warwickshire.gov.uk/send>

The school believes that:

Alcester Academy provides an outstanding education through the delivery of a high quality, diverse curriculum which allows all of our students to fulfil their own, personal potential.

We aim that our students will become responsible members of the community with high moral values, self-discipline and resilience. They will progress successfully into education, employment or training, holding a valuable combination of knowledge and skills in preparation for their future lives.

Mission Statement, **2025**

The core values that underpin our everyday work at the Academy are:

- Honesty and Integrity
- Tenacity and Perseverance
- Kindness & Compassion
- Curiosity and Creativity
- Respect & Tolerance

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| 1 | What types of SEND does the school provide for? | <p>We are passionate about promoting and achieving inclusion for young people who join our school. We educate a high number of students with SEND including over 25 who have EHCPs and over 100 who have SEND identified.</p> <p>The Academy provides for a variety of SEND needs including Autistic Spectrum Condition (ASC), Attention deficit hyperactivity disorder (ADHD), Attention deficit disorder (ADD), dyslexia, dyspraxia, other specific learning difficulties, hearing impairment, visual impairment, and students with social, mental and emotional health issues.</p> <p>The school is a mixture of 1960's buildings with various extensions built over different levels and as a result parts of the school are difficult to access for those without full mobility. Please see our Accessibility policy for further details: Alcester Academy Policies & Statements</p> |
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| 2 | Which staff will support by child? | <p>The Headteacher, Mrs Mellors, and the SENCO, Mrs Ball, both hold the National SENCO Award. Mr Tuckey, Teacher of Design Technology, is currently undertaking the SENCO NPQ award.</p> <p>The SENCO can be contacted by phoning the school (01789 762285) or via email at safronball@alcesteracademy.org.uk</p> <p>All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.</p> <p>We have a team of 6 TAs, who are trained to deliver SEND provision and interventions.</p> <p>At times, additional support is required to ensure our pupils receive the help they need. When appropriate, we collaborate with external support services to meet the needs of pupils with SEND and to provide guidance for their families. These services include:</p> <ul style="list-style-type: none"> ➤ Specialist teachers from SEND Supported (cognition and learning and autism) ➤ Speech and language therapists ➤ Educational psychologists ➤ Counsellors ➤ Warwickshire IDS ➤ Occupational therapists ➤ GPs or paediatricians ➤ School nurses ➤ Child and adolescent mental health services (CAMHS) ➤ Social services and other local authority (LA)-provided support services |
| 3 | How does the setting / school know if children/young people need extra help and what should I do if I think my child/young person | <p>The Academy works very closely with primary schools in order to transfer key educational information. The SENCO and the Transition Co-ordinator work closely and so information is able to flow freely and in confidence in order to prepare students for life at secondary school.</p> <p>The Academy work along-side specialist teachers from an organisation called SEND Supported. These teachers provide</p> |

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| | may have special educational needs? | <p>expertise across a range of needs. We also work with professionals from Educational Psychology, many of who are active in primary schools which enables effective collaboration with the Academy's SENCO to transfer key assessment information and support the development of tailored support plans for students. These plans are called 'Pupil Profiles' (formerly IEPs) and they support all classroom teachers with recommended strategies and interventions to use successfully with children in order to support their academic progress.</p> <p>All our class teachers are aware of SEND and remain vigilant for any pupils who are not making the expected level of progress in their schoolwork or socially. Teachers will then liaise with the SENCO and if a pupil still isn't making expected progress after adaptations in the classroom, then parents will be contacted and further appropriate assessments discussed. We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review.</p> <p>For parents/carers who are worried about any SEND needs, concerns can be raised and discussed initially, and further information can then be collected on the concerns raised. The SENCo offers an email address for correspondence: safroball@alcesteracademy.org.uk</p> <p>For specific issues, the Academy may choose to draw upon the advice of key consultants in order to further explore the SEND needs of students.</p> <p>Prior to Year 11, GCSE time, teachers report to the SENCO any students requiring further support in assessments, such as additional time, reader or scribe, or word processor. The Academy then assess these students, following guidance from JCQ (Joint Council for Qualifications) and can support them towards gaining the very best GCSE outcomes. An accredited Specialist Teacher is employed to conduct these assessments.</p> |
| 4 | How will setting / school support my child/young person? | <p>The Academy keeps a register of SEND need. This highlights those students who require learning to be personalised according to their needs. All staff have access to this.</p> <p>For students who have additional support or intervention for their needs, a Pupil Profile will be written with them and their parents in order to sign post staff to the very best strategies to support learning. This document is reviewed throughout the academic year.</p> |

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| | | <p>For some students, targeted intervention is used to support them throughout the year. The Academy has had great success with social skills, literacy and numeracy programmes for example. This intervention may take place on a 1:1 basis or in small groups. All interventions are communicated with parents and the impact upon progress is measured.</p> <p>Resources are available for students requiring classroom support such as laptops, reader scan pens and handwriting platforms as just a few examples. These are kept in a central office and can be used as frequently as required.</p> <p>The Academy has a nurture room called 'Hub 1' where interventions can take place in a calm and safe environment.</p> <p>A fantastic team of TAs conduct regular classroom support. The information from this support feeds review meetings with parents so that strengths and areas to develop further can be identified in order that students continue to make progress.</p> |
| 5 | How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations? | <p>The Academy works alongside parents/carers and students in order to personalise the most appropriate curriculum. As an example, there are some students who do not study a second Modern Foreign Language.</p> <p>The SEND team work hard to provide in class support in order to help students achieve their potential and leave the Academy with as many qualifications as possible. We believe that Work Experience for SEND students is an integral part of building self confidence and esteem and as such, we work along-side many local providers to place students appropriately, and with support in order to make this experience a huge success.</p> <p>There is a Careers Advisor on site who is an integral part of all KS4 review meetings so that students might begin to frame their futures from an early stage. Support is signposted in order to help parents and students such as Taster or Open days at Post 16 providers.</p> <p>Teachers receive continual training internally in order that they are informed about SEND needs and how to best support the students that they teach. The Academy believes in building positive relationships between staff and students in order to know as much information as possible – this supports learning no end.</p> |
| 6 | How will I know how my child/young person is doing and | SLT drop-ins run each week in order to provide as many opportunities as required for parents to ask critical questions or gain support (Wed 3.30-4.30pm). |

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| | how will you help me to support my child's/young person's learning? | <p>The SENCO will provide all parents with an email contact so that communication can be made more accessible.</p> <p>Regular review meetings for students with SEND needs are planned during the academic year. The SENCO is available at all parents evenings in order that queries can be raised as well.</p> <p>Regular progress reports are sent home as a matter of course to all parents/carers at the Academy. In addition, as required, we can gather short reports called 'snap shots' at parents/carers request so that information can be shared if required.</p> <p>We believe that regular and positive communication is extremely helpful in supporting students.</p> |
| 7 | What support will there be for my child's/young person's overall well-being and to help them develop their independence? | <p>All students are assigned a personal tutor in order to oversee their welfare each day. In additional, many children with SEND needs like to touch base with the support staff that they know such as the SENCO and TA's. We encourage this and students regularly drop equipment, kit, ingredients etc off to our central area where we 'check in' with them. This is a superb way to ensure that all is well.</p> <p>We do not ever promise 1:1 TA support in class. This is only possible if a child has qualified for additional funding through a Costed IEP/EHCP.</p> <p>The nature of TA support encourages children to try and work as independently as possible whilst knowing how to access help if required. TAs run skilful small group interventions also.</p> <p>Previous examples include working with year 11 students in order to grow their independent life skills helping them use public transport in preparation for their future.</p> |
| 8 | What specialist services and expertise are available at or can accessed by the setting/school? | <p>Our 'Local Offer' outlines the services that Alcester Academy access in order to support the students that they care for.</p> <p>Link: www.warwickshire.gov.uk/send</p> |
| 9 | What training are the staff supporting children and young | <p>The staff at Alcester Academy are continually training. We believe that there is always more to learn.</p> |

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| | people with SEND had or are having? | <p>Training takes place every Monday after school for staff. In previous years, staff have engaged in specific SEND training. This has been facilitated by key professionals.</p> <p>The SENCO and TAs regularly update their skills. The SENCO has the National SENCO Award; Worcester University. This is a Masters level qualification.</p> <p>The SENCO attends Warwickshire SENCO network meetings every half term during which new legislation, SEND guidance, interventions, good practice and linked organisations are discussed.</p> <p>We respond to need. As such if we feel that there is a need for further training, we will source this for staff as required.</p> |
| 10 | How will my child/young person be included in activities outside the classroom including school trips? | <p>We believe in full inclusion at Alcester Academy.</p> <p>As such, we work along-side parents/carers and students to make as many opportunities possible for students. Examples of opportunities that students within the SEND department have been involved in during previous years include;</p> <ul style="list-style-type: none"> • Rewards events; films, Drayton Manor trip, bowling • Work Experience Placements • Residential outdoor education trips • Celebration Evening • Charity Fund Raising and support • Visit to Red Wings Horse Sanctuary <p>We believe in providing the same opportunities where possible for all students at Alcester Academy. We will make whatever reasonable adjustments are needed to make sure they students with SEND can be included.</p> |
| 11 | How accessible is the setting/school environment? | <p>The Academy has an Accessibility Policy if required for parents/cares to view. See the school website:</p> <p>Alcester Academy Policies & Statements</p> <p>This highlights how the school complies with paragraph 3 of schedule 10 in the Equality Act 2010:</p> <ul style="list-style-type: none"> • Increasing the extent to which disabled pupils can participate in the school's curriculum, • Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and |

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| | | <ul style="list-style-type: none"> Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. |
| 12 | How will the setting /school prepare and support my child/young person to join the setting /school, transfer to a new setting / school or the next stage of education and life? | <p>The Academy works with a number of parents/carers from the point that confirmation of placements are issued by the Authority; Year 6-7. During this period (March –July), as many visits and meetings as required are organised in order to exchange key information, prepare documentation and reassure as is possible. The Academy welcome as many meetings and visits as is required.</p> <p>Pupil Profiles are written ready for the Induction Day (during the summer term) so that teachers can support students well.</p> <p>Students are encouraged to visit the Academy with their camera in order to take critical photographic evidence of their next learning environment. This will support them over the summer before transition takes place as a reminder of their new environment.</p> <p>Email communication begins between parents/carers and the SENCO. Face to face or virtual transition meetings with primary school staff takes place also to include the primary SENCO where required.</p> <p>Students in Year 6 going into 7 are sent timetables in advance of their September start. These are sent in colour coded pictorial style to support also along with links to photographs of the staff that will teach them from September onwards.</p> <p>Identified SEND students have the opportunity to attend a ‘Pre-induction Day’ where they have a gradual induction to the school site, TAs and other key school staff. They are also encouraged to attend ‘Summer School’ week at the start of the school summer holidays. This has been shown to build confidence by familiarising students with the school environment, when no other year groups are present in school, and by getting to know some key staff.</p> <p>For ‘in year’ transitions, care is taken to liaise with former schools and SENCOs in order to gather as much information as possible on new starters. A phased start is sometimes used in order to ensure that students settle well in to their new environment. Our Learning Support Unit (LSU) and pastoral team help to monitor new starters and keep in touch with anxious parents during the initial stages of a school transfer. Tours and</p> |

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| | | <p>meetings are held before any new starters join the academy in order to provide reassurances.</p> <p>For Year 11 students with SEND needs, great care is taken to provide critical careers guidance and support with post 16 choices. Where required, visits to Post 16 providers are arranged and key documentation is exchanged in order to prepare new tutors for new students.</p> |
| 13 | How are the setting's / school's resources allocated and matched to children's/young people's special educational needs? | <p>The Academy provides an amazing level of support for students with SEND needs. Staff go 'the extra mile' in order to support students.</p> <p>As required, the school will apply for any Higher Needs Funding in order to meet the SEND needs of any student. Parental/carer support is expected at this stage in order to plan any application very carefully.</p> |
| 14 | How is the decision made about what type and how much support my child/young person will receive? | <p>The SENCO works with intelligence in order to plan the support that students receive. This intelligence is gleaned from various sources to include:</p> <ul style="list-style-type: none"> • The student • Parents/Carers • The teachers • The TA/Support Staff • Additional Consultants involved as required. <p>All teachers are practitioners of 'Quality First Teaching' and there is an expectation within the school that learning is adopted according to the needs of the child. This has formerly been called Wave 1 intervention.</p> <p>Following a cycle of 'Assess, Plan, Do and Review', the needs of individual children are met as required through support from various external partners. Examples include SEND Supported and the Educational Psychology Service.</p> <p>All support is discussed with parents/carers and students on a planned, and regular basis and adapted as required during the academic year in order that needs are met.</p> <p>Where students have received a statutory assessment, clear guidance is provided by the authority on the type of support recommended.</p> |
| 15 | How are parents involved in the setting /school? How can I be involved? | <p>We encourage and really want parents to be as active as possible. By working together, we believe that we can fully support the needs of all learners.</p> |

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| | | <p>Communicate with us on a regular basis. Attend meetings. Provide positive and constructive feedback in order to further support your child. We thank you in advance for this. Understand that 'sometimes' we may need to adapt support in order to make it more effective – all we ask is that you work with us in order to meet the needs of your child please.</p> |
| 16 | What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations? | <p>Please see our website and information below. We allow parents to be as independent in this as required. Equally, if support is needed, please meet with us so that we might assist you with this matter.</p> <p>Mrs Carole Hodgetts is our SEND Link Governor. She can be contacted through our website as required.</p> |

The following facilities/resources are made available to all Alcester Academy students as required:

Equipment is provided for all students as required; exercise books, paper, rulers, scissors, glue sticks, calculators, netbooks, practical equipment, coloured pencils, highlighters, dictionaries, mini whiteboards.

All students at the Academy have access to learning resources via the internet.

There are inspirational classroom displays to promote or support learning further. There is IT equipment in every classroom; projector and screen available in all classrooms. Most classrooms have interactive whiteboard facilities, some have SMART boards.

Specific marking and feedback within work designed to provide targets for further improvement and progress.

In additional all students have access to:

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| Google Classrooms for Alcester Academy. |
| The Accelerated Reader programme (KS3/4). |
| The award-winning library (Learning Resources Centre) containing over 8,000 books to borrow. |
| KS3 maths students have login access to Sumdog and KS4 can use Corbett maths – which has videos and worksheets with answers. |
| In science, Educake is used for supporting homework, all students log on using their school gmail. Links to relevant science revision sites and resources (eg AQA past papers, BBC Bitesize, my-gcsescience, YouTube - free science lessons, Cognito, Fuse school) are regularly promoted in lessons and via Google Classroom. |

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| Specific Science equipment to complete practical work; Bunsen burners, data loggers etc. |
| Textiles equipment ranging from sewing machines, embroidery machines, batik pot and die cutter. Food rooms have cookers, pasta makers, hand blenders and food processors. DT rooms have sublimation printers and a laser cutter. In the workshop there is also a band saw (staff only), pillar drill, vacuum former, hand power tools, mortiser and scroll saws. |
| We run Adobe Photo shop in art, mainly used for the GCSE Photography students. |
| Apple Mac Pro Recording Studio using Logic and Sibelius 7 in Music. Rehearsal rooms in Music and instruments ranging from electric guitars to drum kits. Class set of Djembe drums. Class sets of ukuleles. Half class set of MacBooks Air with GarageBand software and MIDI control keyboard. |
| The PE Department is equipped with a selection of adaptable resources, as well as a wide selection of indoor and outdoor environments including a sports hall/gymnasium, activity hall, playground and playing fields. PE in KS3 is taught in set ability groups allowing all students to experience PE lessons in a supportive and inclusive environment. Students requiring more support can be placed into small set ability groups allowing them more support within the lesson from class teacher. |
| Props and costumes in Drama; staging and lighting facilities for performance times. |

The Academy supports the welfare of all students by:


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| Providing a planned and structured PSHE/PD curriculum. |
| Providing a personal tutor for students. |
| The Assistant Head, Wellbeing, who oversees the pastoral and behaviour System. |
| A Learning Support Unit staffed by experts in behaviour, attendance and family and student support open to all students. |
| Having a Careers Advisor on site. |
| Issuing a homework planner in KS3 and timetable to help students get organised. |
| Providing a Rewards Scheme as an incentive for students, accessible to parents |
| Providing wider opportunities for all students to engage in additional learning opportunities; clubs, teams, trips, residential. |


The following facilities/resources are made available to students requiring additional classroom support:







Bespoke 'pupil profiles' (formerly Individual Education Plans) in order to drive personalised learning
Access to Level 2 and Level 3 TAs
Provision of intervention/break out spaces
Time out cards and toilet passes.







Differentiated choice of texts
 Printed worksheet or power points
 Coloured overlays or copies
 List of key words
 Dictation devices.
 Laptop use in lesson
 Text to speech software
 Structured conversations
 Differentiated home learning for students with additional learning needs
 Small group intervention as required; Fresh Start, Accelerated Reader (KS4), Lego therapy, Social Stories, MOVES, Handwriting club etc
 Learning buddies
 Therapeutic putty/suitable fidget aids
 Raised writing platforms
 Writing frames
 Cloze exercises
 Chunking of activities/story board use
 Lesson rest breaks
 Use of exemplar materials
 Catch up sessions
 Homework club
 Visual prompts
 Pictorial timetables
 Access Assessments for exam support
 Friendship Group
 Access arrangements for assessments and exams (such as reader, scribe, extra time, small room, modified text, work processors where assessed as appropriate).
 Reader/Scan pens
 Claro 'Text to Speech' software
 Exam approved Reader pens





The Academy works in conjunction with various organisations to further support the needs of learners with specific needs:

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|  | <p>SENDAR (Special Educational Needs and Disability Assessment and Review Board for Warwickshire) – Assessment, Statementing and Review Service (Warwickshire)</p> <p>http://www.warwickshire.gov.uk/send</p> | <p>SENDAR is responsible for co-ordinating the statutory assessment of pupils with special educational needs, issuing Education healthcare plans (EHCPs) of SEN if appropriate and monitoring and reviewing the provision made in school for pupils with EHCPs of SEN.</p> |
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|  | <p>SENDIAS (Special Education Needs Information Advice and Support Services), Warwickshire</p> <p>https://www.warwickshiresendias.co.uk/</p> | <p>Warwickshire SENDIAS (Special Education Needs Information Advice and Support Services) supports parents and carers of all Warwickshire children with special educational needs and disabilities, from 0 - 25 years of age. It is a free, confidential and impartial service for parents and carers, children and young people up to 25 years on a full range of education, health, and social care related issues in line with the SEND Code of Practice and SEND legislation. There is a SENDIAS in every local authority.</p> <ul style="list-style-type: none"> •Information regarding the local offer, local policy and SEN/disability law from independently trained staff; •Advice for parents/carers, children and young people on gathering, understanding and interpreting information and applying it to their own situation; •Personalisation of personal budgets; •Information on the county council's processes for resolving disagreements, its complaints procedures and means of redress; •Signposting children, young people and parents to alternative and additional sources of local and national information, advice and support; •Individual casework where needed including support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the child or young person. |
|  | <p>Warwickshire Parent Carer Voice</p> | <p>WPCV is an independent, parent carer led organisation for everyone with a child or children with special educational needs and/or disabilities aged 0 -25. We make sure that parent carer voices are heard and acted upon.</p> |

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|   | <p>SEN Services (Worcestershire)</p> <p>SENDIASS Worcestershire and Herefordshire</p> <p>hwsendiass.co.uk</p> | <p>The SEND Information, Advice and Support Service covering Herefordshire and Worcestershire. Advisors offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND).</p> |
|  | <p>SENDSupported</p> <p>https://sendsupported.com/</p> | <p>SENDSupported is a team of education consultants dedicated to supporting learners with special educational needs and disabilities (SEND). Individual experts in each area of specialism collaborate to create bespoke packages of support tailored to the SEND needs.</p> |
|  | <p>Educational Psychology</p> <p>https://apps.warwickshire.gov.uk/Wes/services/4531</p> | <p>Warwickshire Educational Psychology Service is a professional psychological support service for children and young people (aged 0-25), their families, schools, communities and other settings.</p> <p>Educational Psychologists (EPs) have expert knowledge of psychology, child development, social interaction, learning, behaviour and motivation, as well as experience of working with children and young people.</p> |
|  | <p>Integrated disability service; IDS</p> <p>http://www.warwickshire.gov.uk/ids</p> | <p>The Integrated Disability Service is a partnership, bringing together Warwickshire County Council and the NHS.</p> <p>One contact opens the door to a range of services to support disabled children and young people and their families at home, school and in other settings.</p> |
|  | <p>Warwickshire Flexible Health Team</p> | <p>A support service for Warwickshire primary and secondary schools for pupils unable to attend school through ill-health or pregnancy. Ill-health includes physical illness and</p> |

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|  | <p>Leamington LAMP</p> | <p>centre, tailored to a child's needs by qualified teachers.</p> <p>A specialist education provision dedicated to supporting young people aged 14-19 with autism and high anxiety who may struggle in mainstream educational settings.</p> |
|  | <p>Emscote School.</p> <p>https://emscoteschool.org/</p> | <p>Emscote works directly with children, young people and families who are at the margins of society; or getting involved in anti-social behaviour or are at risk of becoming permanently excluded. These provisions are only used in conjunction with the local authority.</p> <p>Arise Education provides therapeutic alternative education for young people unable to access mainstream schooling, including those with SEN, EHCPs or at risk of permanent exclusion.</p> |
|  | <p>Arise Education</p> <p>Home</p> | |
|  | <p>https://api.warwickshire.gov.uk/documents/WCCC-205639421-366</p> | <p>Warwickshire's Alternative Education Provision Alliance</p> |
|  | <p>Life Space</p> <p>http://www.lifespace.org.uk/</p> | <p>Lifespace provides mentoring and education for young people (aged 9-19) and a small amount of housing in the Stratford-on-Avon district.</p> |
|  | <p>CAMHS and RISE</p> <p>Rise is Coventry and Warwickshire's CAMHS Service (Child and adolescent mental health services)</p> <p>Home CAMHS</p> | <p>CAMHS is used as a term for all services that work with children and young people who have difficulties with their emotional or behavioural wellbeing. Local areas have a number of different support services available. Rise is the name for all emotional well-being and mental</p> |

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| | | <p>health services for children and young people who are registered with a Coventry or Warwickshire GP. https://cwrise.com/</p> <ul style="list-style-type: none"> •Specialist Mental Health Services (formally known as CAMHS) •Eating Disorders •Looked After Children (LAC) •Neurodevelopment (conditions such as Autistic Spectrum Disorder, Attention, Deficit Disorder) •Primary Mental Health |
|  | <p>The Dimensions Tool</p> <p>Dimensions - Home</p> | <p>The Dimensions of Health and Wellbeing is a free online tool providing a personalised profile and self-care information to support adults, children and young people in Coventry and Warwickshire.</p> <p>You can rate yourself or another person against a number of dimensions related to health and wellbeing.</p> <p>The Dimensions tool is available 24/7 and creates a Dimensions report which provides information about self-care, local services and support.</p> |
|  | <p>Community Autism Support Services – CASS</p> <p>Home - Community Autism Support Service CASS</p> <p>Call 02476012333</p> | <p>Support for young people diagnosed autistic or who are awaiting a diagnosis</p> <p>Navigation@casspartnership.org.uk</p> |
|  | <p>Dimensions</p> <p>Dimensions Supporting People with Learning Disabilities & Autism</p> | <p>Free online tool providing self-care information.</p> <p>You can rate yourself or another person against a number of dimensions relate to health and wellbeing</p> |
|  | <p>Children's Services</p> <p>http://www.warwickshire.gov.uk/supportforchildrenandfamilies</p> | <p>We provide, or arrange to provide, services that support children and families who are facing difficulties. We also support children who have disabilities and their families.</p> |

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|  | <p>Primary Mental Health Team</p> <p>About Primary Mental Health Service CAMHS</p> | <p>The primary mental health team (PMHT) support parents/ carers and professionals with their child/young person's emerging (mild to moderate) mental health difficulties.</p> |
|   | <p>COMPASS - Warwickshire (School Health and Wellbeing Service) (Formerly known as the school nursing service)</p> <p>https://www.compass-uk.org/services/warwickshire-school-health-wellbeing-service/</p> | <p>Compass is a school nursing service is led by school nurses for the promotion, prevention and protection of children and young people's health and wellbeing. It offers a confidential and free service to school aged children and young people aged 5-19 (up to 25 for people with SEN) and their families and carers.</p> |
|  | <p>Diabetic Nurses</p> <p>Diabetes and endocrinology :: South Warwickshire University NHS Foundation Trust</p> | <p>The Diabetes and Endocrinology Department is based at Warwick Hospital. We provide specialist services for NHS patients with a wide variety of diabetic and endocrine conditions to South Warwickshire and the surrounding areas.</p> |
|  | <p>Family Action</p> <p>https://www.family-action.org.uk/</p> | <p>Provides practical, emotional and financial support to those who are experiencing poverty, disadvantage and social isolation across the Country. They aim to strengthen families and communities, build skills and resilience and improve the life chances of everyone they work with.</p> |
|  | <p>Occupational Therapy</p> <p>Occupational Therapy (Children) :: South Warwickshire University NHS Foundation Trust</p> | <p>The Occupational Therapy service enables children and young people to participate as fully as possible in activities as part of their daily lives.</p> |

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|  | <p>Sharp Minds</p> <p>http://www.youngpeoplefirst.org.uk/</p> | <p>Professional youth workers build trusting relationships and create a non-judgemental atmosphere so young people feel safe and comfortable being themselves, sharing their interests and revealing their concerns. Young people develop new friendship groups, grow in confidence, develop coping strategies and resilience, have improved emotional well-being, re-engage in school and are able to focus on their futures.</p> <p>Named 'Sharp Minds' by young people, our programme grew from a series of commissions from the Child and Adolescent Mental Health Service and follows the NHS 'Five Steps to Mental Wellbeing'. Our programme combines group activities with one-to-one mentoring for isolated young people to build their confidence, skills, resilience and emotional well-being.</p> |
|  | <p>Young Carers</p> <p>https://carers.org/about-us/about-young-carers</p> | <p>Carers Trust helps young carers to cope with their caring role through specialised services across the UK.</p> |
|  | <p>Family Information Service (FIS)</p> <p>https://www.warwickshire.gov.uk/fis</p> | <p>Provide information, advice and one-to-one support for families with children and young people aged 0 to 25 across Warwickshire on issues including:</p> <ul style="list-style-type: none"> •family relationships •finance •housing •parenting support •special educational needs and disabilities (SEND) |

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| | | <ul style="list-style-type: none"> •childcare •health and wellbeing |
|  | https://safeline.org.uk/ | Work with students who have been involved or affected by sexual abuse or rape. |
|  | https://entrustcarepartnership.org.uk/ | Counselling for ASD students We offer a range of services for children, young people and adults with a disability, ranging from one-to-one support in or around the family home to life skills group training. We also support parents and carers. |
|  | https://www.barnardos.org.uk/ | We are here to support children, young people and their families. If you need help with going back to school, parenting advice, mental health and counselling, coping with family stress and more, get support now. |
|  | https://www.guysgift.co.uk/ | Bereavement Counselling Guy's Gift delivers bereavement support for children and young people throughout Coventry and Warwickshire. |
|  | https://www.youngminds.org.uk/young-person/find-help/ | Mentoring service in school Provides young people with tools to look after their mental health. Our website is full of advice and information on what to do if you're struggling with how you feel. We empower parents and adults who work with young people, to be the best support they can be to the young people in their lives. And we give young people the space and confidence to get their voices heard |
| Claire Gibb | | CBT Counsellor |