



## **SEND Policy & Information Report 2025-2026**

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| <b>Approved by</b>        | Head teacher and Governing Body | Date: October 2025 |
| <b>Last reviewed on</b>   | October 2025                    |                    |
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## Introduction

Kings Meadow School is a primary special school academy within the Creating Tomorrow Multi-Academy Trust and is for pupils aged 5 – 11 years. All pupils have an Education, Health and Care (EHC) plan that identifies severe and complex social, emotional and mental health difficulties according to the SEN Code of Practice 2014 it is recognised that the majority of the pupils are likely to also have other associated complex needs. Kings Meadow predominantly serves the children of West Northamptonshire.

## Aims

As a school we are committed to providing a safe, happy and creative environment and we embrace and nurture the individuality and unique qualities of all our children. Opportunity flourishes here through respect and knowledge and we aim to inspire, enthuse and equip all our children to fulfil their potential.

### **Our SEND Policy and Information report aim to:**

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

### **Our School 's Aims and Objectives are:**

- To have due regard to the Special Educational Needs and Disability Code of Practice
- To provide all our pupils with a broad and balanced curriculum that is differentiated and adapted to the needs and ability of the individual
- To have high ambition and expectations for pupils with special educational needs and disabilities
- To be sympathetic to each child's needs by providing a strong partnership between children., parents/carers, Local Authority and all external agencies
- To ensure all pupils make effective progress and realise their full potential
- To ensure all pupils take a full and active part in school life

## Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice 2014 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disabilities Regulations 2014, which sets out schools' responsibilities for Education, Health and Care (EHC) Plans, SEN Co-ordinators (SENDCOs) and the SEN Information Report.

## Roles and Responsibilities

### The SENDCo

The SENDCo role is undertaken by Mrs Rachel Wingerath. Any emails relating to SEND enquiries should be addressed to [rwingerath@kingsmeadow.northants.sch.uk](mailto:rwingerath@kingsmeadow.northants.sch.uk). Alternatively, Mrs Wingerath can be contacted on telephone number 01604 673730.

#### **The SENDCo will:**

- Work with the Senior Leadership Team to determine the strategic development of the SEND Policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support all pupils
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that all pupils receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure pupils and their families are informed about options and a smooth transition is planned
- Work with other leaders to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### The Headteacher

#### **The SENDCo will:**

- Work with the SENDCo and Senior Leadership Team to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of all learners with SEND

### Class Teachers

#### **Each class teacher is responsible for:**

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they are following this SEND Policy

## School Information Report

### What kinds of Special Educational Needs does the school provide for?

Kings Meadow School provides primarily for pupils aged 5 – 11 with Social, Emotional and Mental Health needs (SEMH) according to the SEN Code of Practice 2014. All pupils have an Education, Health and Care (EHC) Plan.

Our school currently provides additional and/or provision for a range of others needs, including:

- Communication and interaction, for example, Autism Spectrum Disorder (ASD), speech and language needs
- Cognition and Learning needs, for example, dyslexia, dyspraxia
- Sensory and/or physical needs, for example, visual or hearing impairment, sensory processing disorder etc
- Moderate learning needs

### Assessment and reviewing pupil's progress towards outcomes

We aim to identify the barriers to learning at the earliest possible opportunity in order to ensure every pupil experiences success in their learning and achieves the highest possible standard and to enable all pupils to participate in lessons fully and effectively. We value and encourage the contribution of all pupils to the life of the school and work in close partnership with parents/carers and, where appropriate, external agencies to support the need of individual pupils. We ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

We will assess each pupil's current skills and attainment during the first half term of a pupil's entry, which will build on previous settings and Key Stages, where appropriate. In school we use a range of assessment data including Boxall and Strengths and Difficulties Questionnaire. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

All Educational, Health and Care (EHC) Plans are reviewed at least annually. This gives the opportunity to consider the continuing appropriateness of the EHC Plan and the progress the pupil has made over the previous period. Other relevant professionals will be invited to these meetings to provide an external view on a pupil's progress and to provide advice and guidance if necessary. During the summer term, the school provides a written report on each pupil detailing progress made throughout the year. Parents/carers are invited to make an appointment with the school to discuss the report if they have any concerns.

The school follows the graduated approach and four-part cycle of assess, plan, do, review as defined in the SEND Code of Practice 2014 as follows:

**Assess:** The class teacher and SENDCo will clearly analyse a pupil's needs before creating the targets on an Individual Learning Support Plan (ILP), the teacher's assessment and experience of the pupil, their previous progress, attainment and behaviour, the individual's development in comparison to peers and national data. The views and experiences of parents/carers, the pupil's own views and where relevant advice from external support will be sought.

**Plan:** All teachers and support staff who work with the pupil will be aware of the pupil's needs and targets on the ILP, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

**Do:** The class teacher will remain responsible for working with the pupil on a daily basis. Where the interventions or therapies involve group or 1:1 teaching away from the main teacher, he/she still remains responsible for that pupil's learning.

**Review:** We will regularly review the effectiveness of the support, the interventions and their impact on the pupil's progress.

## Adaptions to the curriculum and learning environment

Kings Meadow School takes a trauma informed and attachment responsive approach to our curriculum. The need for children to be regulated and have their developmental needs addressed is an essential building block for academic learning. We address academic and social, emotional and mental health needs as part of a developmental curriculum approach.

The school is a building on one level. The school will have regard for the Equality Act, the Children's and Families Act and the SEND Code of Practice 2014 in terms of admitting pupils with disabilities. There are facilities for small group/individual teaching. All members of the school community, including pupils are invited to inform the school of any disability they have. The Medicines and Medical Needs Policy, Equality Policy and Admissions Policy should be read in conjunction with this policy.

We make the following adaptations to ensure that all pupil's needs are met:

- differentiating the curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 work, teaching style, content of the lesson
- regularly reviewing and adapting our resources and staffing to best meet the needs of all pupils
- using recommended aids
- personalised curriculum to match their individual interests
- differentiating our teaching, for example giving a longer processing times, pre teaching of key instructions, reading instructions aloud, use of IT

We will also provide the following support/interventions:

| Area of Need                        | Support/Intervention   |
|-------------------------------------|--|
| Social, Emotional and Mental Health | <ul style="list-style-type: none"> <li>• Staff are trauma informed and ADHD aware and use appropriate strategies to support pupils</li> <li>• We have access to specialist support through our network of specialists and through support from the SEN Team from West Northants</li> <li>• Emotionally connected classroom trained Pastoral Team</li> <li>• ELSA trained staff</li> <li>• Excellent relationships with pupils, staff and families</li> <li>• SEMH daily check-ins</li> <li>• Mental Health trained pastoral team and HT</li> <li>• Creative Music nurture group run by Northants music hub</li> <li>• Creative Art well-being group</li> <li>• Marvellous Me intervention</li> <li>• Variety of lunchtime clubs to promote self esteem</li> <li>• Individual support plans and One Page Profiles</li> <li>• Strong expectation in Relationship Policy</li> <li>• Designated safe-guarding personnel</li> <li>• Staff trained in Team Teach</li> <li>• Small, carefully thought- out group settings or one-to-one working e.g. talk, listen and reflect</li> <li>• Calm Room / Beehive</li> <li>• Social Skills – intervention</li> <li>• Key Books linked to social needs</li> <li>• Now and Next choices to engage and motivate</li> <li>• Experienced Tas and pastoral group/individual</li> <li>• Emphasis on social emotional engagement, safety and learning</li> </ul> |
| Communication and Interaction       | <ul style="list-style-type: none"> <li>• Delivery of programmes devised by speech and language therapists</li> <li>• Total communication approach including Makaton signs, symbols and gestures to communicate needs</li> <li>• Communication and print</li> <li>• Vocabulary teaching with phonological/semantic cues</li> <li>• Use of information carrying words when giving instructions</li> <li>• Targeted comprehension group</li> <li>• Mind maps for vocabulary to link concepts</li> <li>• Language for Thinking</li> <li>• Non-literal language, idioms, jokes etc.</li> </ul>  |
| Cognition and Learning              | <ul style="list-style-type: none"> <li>• Use of specialist programmes to make resources e.g. Communicate in Print</li> <li>• Specialist support and interventions</li> <li>• e.g. Educational Psychologists</li> <li>• Targeted/structured literacy and numeracy programmes</li> <li>• Alternative methods of recording work e.g. Mind mapping, role play, use of ICT, video/audio recording</li> <li>• Teach note taking and shorthand ways of recording information</li> <li>• e.g. use of bullet points</li> <li>• Teaching memory strategies</li> <li>• Additional time for key curriculum areas</li> <li>• Access arrangements for tests and exams</li> <li>• Evidence based intervention)</li> <li>• Coloured resources e.g. paper, overlays for reading</li> </ul>  |

|                        |  |
|------------------------|--|
|                        | <ul style="list-style-type: none"> <li>• Small phonic/maths interventions (White Rose catch up programme, ELS)</li> <li>• Dyslexia aware staff</li> <li>• Precision teaching</li> </ul>  |
| Sensory/physical Needs | <ul style="list-style-type: none"> <li>• Specialist support and interventions</li> <li>• e.g. Educational Psychologists (EPs), SENTASS</li> <li>• Multi-agency involvement</li> <li>• e.g. Physiotherapy, Occupational Therapy,</li> <li>• Medical needs plans</li> <li>• Intimate care plans provide protection for staff and pupil</li> <li>• Care plans established if it is felt that a medical plan is required</li> <li>• Medication administered by trained staff and overseen by SLT</li> <li>• Trained first aiders across all phases of the school</li> <li>• TA responsible for medical needs</li> <li>• Specialist provision by TA of physical exercises</li> <li>• Access to specific resources which aid learning</li> </ul> |

## Expertise and training of staff

All our staff take continuing professional development seriously and a comprehensive programme for professional development for SEND is planned according to the school pupil profile. All staff across the school are trained in Team Teach.

## Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of our SEND provision through a structured and ongoing cycle of assessment, review and quality assurance. This includes:

- Reviewing pupils' individual progress towards identified targets on a half-termly basis
- Reviewing the impact and effectiveness of targeted interventions each term
- Using pupil and parent/carers questionnaires to inform provision and improvement
- Monitoring provision through regular quality assurance activities led by the SENDCo
- Using individual provision maps to track support, outcomes and progress
- Holding annual reviews for all pupils with an Education, Health and Care Plan (EHCP)

Individual Learning Plan (ILP) review meetings are held termly for all pupils receiving SEND support. Parents/carers and pupils are invited to attend these meetings. Where appropriate, representatives from external agencies are invited to contribute advice and recommendations to support progress.

For pupils with high-risk or complex needs, individual risk assessments are written, reviewed and updated regularly. These assessments identify potential risks and outline appropriate control measures to ensure the safety, wellbeing and inclusion of the pupil. Risk assessments are shared with relevant staff and are reviewed alongside progress towards SEND outcomes, particularly following any significant change in need, behaviour or provision.



An annual review meeting is held for all pupils with an EHCP to formally review progress towards the outcomes outlined in the plan. A written report from the review meeting is shared with all invitees, including parents/carers and the Northamptonshire SEND Team, to ensure accountability and continuity of provision.

## Working with other agencies

We have regular contact with the following services who give us support and advice:

- West/North Northants SEND Team
- School support and Inclusion Team
- Trust SEN Network
- School Mental Health Team
- Educational Psychology Team (Mosaic)
- Speech and Language Therapy (Magic Words)
- CAMHS (Children and Adolescent Mental Health Services)
- Virtual School – Northamptonshire Children who are looked after Team
- School Nursing Service

## Contact details of support services for parents/carers of pupils with special educational needs and disabilities

The school works in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs.

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) provides legally based, impartial, confidential and accessible information, advice and support for parents and carers of children and young people with SEND.

The local authority local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. West Northants is published here:

[www.westnorthants.gov.uk-local-offer](http://www.westnorthants.gov.uk-local-offer)

## Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and Head teacher every year. It will be updated if any changes to the information are made during the year. It will be approved by the governing body.

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|---|
| <b>1. What kinds of Special Educational Needs does the school provide for?</b>  |
| Kings Meadow School provides primarily for pupils aged 5 – 11 with social, emotional and mental health difficulties (SEMH) according to the SEN Code of Practice 2014. All pupils have an Education, Health and Care (EHC) Plan. It is recognised that all pupils have complex needs and many have identified associated needs including Communication and Interaction and significant learning difficulties.   |
| <b>2. How will I know how the school supports my child?</b>   |
| <p>During the first half term of a pupil's entry, staff use a variety of assessment tools to ascertain the pupil's strengths and needs, including their social, emotional and mental health development. Individual targets are set and shared with the pupil and parents/carers. Throughout the year, pupils' progress is carefully tracked to ensure that any underachievement is quickly noticed and put right. Results from regular standardised testing, teacher judgements and assessment are used to inform planning, teaching and the target setting process.</p> <p>All Educational, Health and Care (EHC) Plans are reviewed at least annually. This gives the opportunity to consider the continuing appropriateness of the EHC Plan and the progress the pupil has made over the previous period. Other relevant professionals will be invited to these meetings to provide an external view on a pupil's progress and to provide advice and guidance if necessary.</p> <p>During the summer term, the school provides a written report on each pupil detailing progress made throughout the year. Parents/carers are invited to make an appointment with the school to discuss the report if they have any concerns.</p> <p>The school is also subject to the Ofsted framework and is involved in peer review work within the Creating Tomorrow Trust.</p> |
| <b>3. How will the curriculum be matched to my child's needs?</b>   |
| <p>Kings Meadow School takes a trauma informed and attachment responsive approach to our curriculum. The need for children to be regulated and have their developmental needs addressed is an essential building block for academic learning. We address academic and social, emotional and mental health needs as part of a developmental curriculum approach.</p> <p>Teachers plan using students' individual achievement levels, differentiating work to better match ability to the learning provided for all pupils in the classroom. The pupils have a more personalised curriculum to match their individual interests, needs and abilities. Core learning in maths and English is frequently provided on a one-to-one basis. Pupils will be provided with additional support to increase progress and inclusion and that may include specialised resources, ICT and/or additional adult help.</p>   |
| <b>4. How will I know how my child is doing?</b>  |
| <p>Your child's progress and attainment is shared with you in a variety of ways, including:</p> <ul style="list-style-type: none"> <li>• Emails from the class team</li> <li>• Annual reviews for EHC plans</li> <li>• PEP meetings for Looked After Children</li> <li>• Annual reports</li> <li>• Through termly reviews of your child's EHC target progress and support plans.</li> <li>• Through informal contact with your child's class teacher such as via Class Dojo and other school staff via coffee mornings and at school events.</li> </ul>   |
| <b>5. What support will there be for my child's overall wellbeing?</b>  |
| <p>The school has a variety of ways of supporting your child's wellbeing. They include:</p> <ul style="list-style-type: none"> <li>• A high ratio of adults to children, thus providing ready access to a trusted adult to support social and emotional difficulties</li> <li>• The provision of quiet, safe spaces to spend time with a trusted adult outside of the classroom when necessary</li> </ul>   |

- Access to intervention programmes to develop skills and knowledge with regard to individual well-being
- Access to our Occupational Therapist where deemed appropriate to the child's needs according to their EHC plan and any subsequent assessments
- Regular analysis of individual children's social and emotional abilities using the Fagus assessment tool
- A safe and calm environment with structured and organised learning opportunities
- Opportunities for our pupils' voices to be heard via the School Council
- Access to a curriculum which gives equal weight to readiness for learning, overall wellbeing and academic progress.

Kings Meadow employs a Specialist Family Support Worker who provides a key link between pupils and their families/carers and who plays a key role in monitoring pupil wellbeing.

#### **6. Students with medical needs**

Staff who provide medicine administration will complete training provided by an appropriately registered body and follow the LA policy/DfE guidelines included within 'Supporting pupils at school with medical conditions' Statutory guidance for governing bodies of maintained schools and proprietors of academies in England February 2014

#### **7. What training are the staff supporting children with SEND given?**

All staff receive the following core training:

- Team Teach
- Child protection and safeguarding
- Training on trauma and attachment

In addition, all staff receive ongoing training to help them meet the varying and complex needs of the individual pupils. This training uses both internal expertise and external providers.

Kings Meadow is an outward facing school with a range of partnerships. Kings Meadow is committed to ongoing professional development.

#### **8. How will my child be included in activities outside the classroom, including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school. Risk assessments are carried out for all relevant activities, with individual risk assessments written and reviewed for pupils with high or complex needs. Appropriate procedures and control measures are put in place to enable all children to participate in school activities as fully as is reasonably practicable.

Our ethos is one of inclusion, and we actively seek to make reasonable adjustments and necessary adaptations to ensure pupils with SEND, including those with high needs, are able to access all educational opportunities, including off-site activities and school trips, wherever it is safe and appropriate to do so.

#### 9. How accessible is the school environment?

Our school provides a safe, secure and accessible environment that meets the needs of pupils within an SEMH high-needs provision. Safeguarding is given the highest priority and is fully aligned with *Keeping Children Safe in Education (KCSIE)*. All staff receive regular safeguarding training and understand their statutory responsibilities, including the duty to act on concerns and follow school procedures at all times.

Robust safeguarding arrangements are in place to keep pupils safe on site. These include appropriate staffing ratios, clear supervision arrangements, secure boundaries and controlled access points. Individual risk assessments, behaviour support plans and, where appropriate, positive handling plans are in place for pupils whose social, emotional or mental health needs may place them at increased risk. These plans identify triggers, risk factors and agreed strategies to reduce risk, promote regulation and ensure pupils' safety and wellbeing. All relevant documentation is shared with staff and reviewed regularly in response to need, incidents or changes in behaviour.

In line with *Keeping Children Safe in Education*, clear procedures are in place should a pupil go missing from education, abscond or leave the site without permission. All staff are trained to respond promptly and proportionately, including initiating immediate search procedures, informing senior leaders and the Designated Safeguarding Lead (DSL), maintaining supervision of other pupils and contacting parents/carers and external agencies where required. These procedures are directly informed by individual risk assessments, including absconding and behaviour plans to ensure responses are consistent, appropriate and safeguarding-led.

The school environment is designed to support safety, accessibility and inclusion. Facilities include disabled toilets, wide corridors and doorways, and adapted resources to support communication, reading and writing. Reasonable adjustments are made to the environment, routines and expectations to reduce anxiety, manage risk and support emotional regulation. This ensures pupils with SEMH needs can access learning safely and participate fully in school life.

#### 10. How will the school support my child when joining Kings Meadow or transferring to a new school?

A number of strategies are in place to enable effective student's transition. Key transitions include:

- transfer to secondary school at the end of Key Stage Two and during Key Stages One and Two from outside placements

Information will be obtained from the students' previous placement and from parents and carers.

This information will include:

- Assessment data
- Individual Education Plans
- Annual Review/EHCP Targets
- Positive Behaviour Support Plans

The transition process may include all or some of the following actions:

- Staff undertake a home visit
- Staff visit feeder schools
- School staff attend Annual Review meetings when invited by the feeder school
- Staff attend other multi-agency meetings when invited such as EHA meetings
- Prospective pupils and their parents/carers visit Kings Meadow at least once
- A bespoke admissions programme prepared

For pupils transitioning to secondary school placements, close liaison is established between Kings Meadow staff and the receiving schools. Varied opportunities to get to know the new school are put in place, including with mainstream secondary schools where appropriate.

#### **11. How are decisions made about how much support my child will receive?**

For pupils with an Education Health and Care Plan, the decision regarding the support required will be reached and agreed when the EHC Plan is being produced or at an annual review, after any recommendations have been accepted by the ECHP Team. Parents/carers, school staff and any other relevant professionals will be able to contribute to this decision-making process.

For pupils who are also children in care and looked after by the Local Authority (CiC pupils), further decisions about the amount of support they will receive will be discussed and agreed at Personal Education Plan (PEP) meetings. The decisions will then be recorded in the PEP's and reviewed three times a year.

#### **12. How will I be involved in discussions about and planning for my child's education?**

This may be done in a variety of ways, including:

- discussions with the class teacher, either in person or via telephone
- during ECH Plan review meetings or post-admissions meetings where needed
- during other meetings with school staff such as PEP meetings or other multi-agency meetings
- during discussions with a senior leadership team member

#### **13. Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or have concerns about something regarding your child's schooling please contact one of the following in the first instance:

- Your child's class teacher
- The School Office on 01604 673730
- Specialist Family Support Worker: Ben Malia, via the school office
- Mrs Penny Young, Inclusion Lead Teacher via the school office
- Interim Deputy Head teacher Ms Jenny Reeves, via the school office
- Head teacher: Helen McCormack via the school office
- Chair of Governors (Mr Hugh Williams) via the school office

#### 14. What specialist services and expertise are available at or accessed by the school?

As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Connexions; Targeted Prevention Team; Service Six; Speech and Language Service; Education Entitlement and Occupational Therapy Service. Although we are a special school, we do not have any additional or quicker access than other schools.

These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Northamptonshire County Council and uses the EHA (Early Help Assessment) process when appropriate to do so.

If you believe your child needs support from a specialist please contact your child's class teacher in the first instance or discuss at the next meeting you have in school.

#### Support services for parents/carers of children with SEN include:

The following services may be of assistance to you:

**Information Advice Support Service (IASS) for SEND in West and North Northamptonshire**

[www.iassnorthants.co.uk](http://www.iassnorthants.co.uk)

Email: [sendiass@westnorthants.gov.uk](mailto:sendiass@westnorthants.gov.uk) Telephone: 0300 126 1039

Email: [sendiass@northnorthants.gov.uk](mailto:sendiass@northnorthants.gov.uk) Telephone: 0300 373 2532

**Child and Adolescent Mental Health Service (CAMHS):**

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/health-services/3654-child-and-adolescent-mental-health-services-camhs-in-the-community-nhft>

**Special Needs Index (SNIX):**

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/send-support-for-children/Pages/special-needs-index.aspx>

**Northampton Parents Forum Group**

<http://www.northantspfg.co.uk/>

**Autism Concern:**

<http://www.autism.org.uk>

**FACT Northampton (support group for ASD & ADHD)**

[Northants Parent Forum Group \(NPFG\) | West Northamptonshire Council \(westnorthants.gov.uk\)](http://www.northantsparentforumgroup.co.uk/)

**Young Minds**

<http://www.youngminds.org.uk/>

#### Links to the Local Authority Local Offers:

For parents/carers of pupils living in West Northamptonshire, the link to their local offer is:

[Local Offer | West Northamptonshire Council \(westnorthants.gov.uk\)](http://www.westnorthants.gov.uk/local-offer/)

For parents/carers of pupils living in North Northamptonshire, the link to their local offer is:

[Local Offer | North Northamptonshire Council \(northnorthants.gov.uk\)](http://www.northnorthants.gov.uk/local-offer/)