



St Mary's Catholic Primary School, Loughborough

Special Educational Needs and Disabilities (SEND) Policy

Our School Values and Ethos:

Every child, parent, governor, and member of the school community is unique in self, unique in qualities to offer. All aspects of our School, the relationships, the curriculum, the policies, the aims and objectives, the pastoral care and discipline have the potential to speak of God's presence in our lives helping us to unlock our potential. The purpose of a Catholic school is to jointly 'hand on the faith' in partnership with home and parish. The faith journey is begun by parents at Baptism and our aim is to support each child in their journey of faith, working alongside parents, the first educators of the children. As a Catholic school we value the importance of the spiritual journey made by pupils, staff, parents, parishioners, governors, and parish priests with the school acting as a cornerstone.

Mission Statement:

With Jesus as our guide
We promise to care for one another
To work hard
To build a community in Christ's Love

Duty to Promote Wellbeing

The Education and Inspection Act 2000 places a requirement on schools to promote pupils' wellbeing (as defined in the Children Act 2004) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of our whole school community and fully recognise the significant connection between wellbeing and learning.

Policy Written by: Mr. Ryan Bray, SENDCo and Class Teacher

Approved by: Mrs Priscilla Jordan

Last reviewed on: October 2022

Next review due by: October 2023



St Mary's Catholic Primary School, Loughborough

Special Educational Needs and Disabilities (SEND) Policy

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1. Definitions

➤ 1.1 Special Educational Needs and Disabilities (SEND):

Pupils have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

Pupils have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Special Educational Provision may be triggered when a pupil fails to achieve adequate progress, despite having had access to a differentiated programme. Parents/carers and staff will be informed that child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in English or Maths.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

➤ 1.2 Four Broad Areas of SEND

The SEND Code of Practice has outlined four broad areas of need. Within each area of need there are categories. Some pupils may not fit into one category but may have needs which overlap across a range of categories or areas of need.

The four broad areas of need area:

- 1) **Communication and Interaction** – a pupil could have speech, language, or communication needs. Pupils may have Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.
- 2) **Cognition and Learning** – pupils may struggle and have Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD). Some pupils have Specific Learning Difficulties (SpLD); these may affect more than one aspect of learning. For example: dyslexia, dyscalculia, and dyspraxia.
- 3) **Social, Emotional, Mental Health** – pupils may become withdrawn or isolated as well as displaying challenging, disruptive, or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, and self-harming or substance misuse.
- 4) **Sensory and Physical Needs** – some pupils may require provision because they have a disability which prevents them or hinders them from making use of the educational facilities generally provided. These may include Visual Impairment (VI), Hearing Impairment (HI), or Multi-Sensory Impairment (MSI). Some pupils may have a Physical Disability (PD) where they require on-going support and equipment to help them access all the opportunities of their peers.

2. SEND Support

➤ 2.1 Records of SEND

Special Educational Needs and/or Disabilities (SEND) support is a category of support for pupils with SEND. These children will receive special educational provision.

The school will:

- Have identified that they have a SEND
- Noted this in their records
- Told parents or carers that their child will not receive SEND support
- Check that they are putting the right support in place for these children

To do this, the school uses the Graduated Approach and inform parents or carers through our SEND Status letter (see Appendix 1).

➤ 2.2 The Graduated Approach

The Graduated Approach is a 4-Stage-Cycle that helps the school learn more about the pupil and what helps them to make good progress.

The Graduated Approach has four parts (see Appendix 2):

Assess:

The school assesses the child's needs. They will listen to the views of the child and their parents or carers. They also ask for advice from other specialist support services if they are needed.

Plan:

The teacher and Special Educational Needs and Disabilities Co-Ordinator (SENDCo) will plan how to support the child. They consider what outcomes they want to achieve. They involve the child and their parents or carers and agree a review date.

Do:

The SENDCo helps the class teacher to support the child. They think about the child's strengths and areas to develop, and how best to support them. The teacher also works with the teaching assistants and specialist staff involved. They assess how useful the support is.

Review:

Everyone discusses how effective the support has been. The school adapts the support depending on the child's progress. The child's views and those of their parents or carers are an important part of the review process. If the child isn't making good progress the school should involve a specialist. School will involve parents or carers in decisions to involve specialists. As a school, we will meet with the parents or carers of children with SEN support at least 3 times a year.

➤ 2.3 The Three Waves of Intervention

Depending on the level of support the child needs, we implement the Three Waves of Intervention to support them (see Appendix 3).

The Three Waves Approach is:

Wave 1 – Universal

The first wave consists of Quality First Teaching. The reasoning behind this is that the good planning of well-sequenced and manageable lessons and class work, coupled with effective teaching strategies, and robust Assessment for Learning (AfL) can be used as a tool for all, so children are able to access learning in the classroom with their teacher and/or teaching assistant(s).

Wave 2 – Targeted

Wave 2 is built on top of the first wave and is not a whole-sale replacement. The ideas behind this is that those pupils who have been identified as falling behind can work in small groups that would quickly put the pupils back on track to meet age-related expectations.

This would not have to take place outside of a whole class lesson, but could be part of guided work within a lesson. Although, it may also include additional activities or small group activities for the children to participate in during lessons.

Wave 3 – Specialist

The final Wave, Wave 3 is an increasingly personalized programme to really help those learners struggling to keep up with their peers. This is not a calling for the removal of children from Wave 1, Universal, but rather accepting some pupils would require even more support than Wave 2 offers.

Where Wave 3 differs from Wave 2, it is needed to maximise and accelerate progress, perhaps through the use of specialist trained staff, including highly trained teaching assistants and support staff, to help the children to achieve very specific targets.

➤ 2.4 Statutory Assessments and Educational Health Care Plans (EHCP)

For a very few children, the help given by our school through SEN support may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority (LA) to initiate a statutory assessment or Educational Health Care Plan (EHCP), providing that this adheres to the LA criteria.

We will inform parents through a meeting if we are planning to apply for an EHCP for their child. If approved, when it comes to annually reviewing the EHCP targets, we share with parents a document beforehand for them to contribute their opinion on their child's education, health, and care needs (see Appendix 4).

All ECHPs are reviewed annually. This annual review ensures that once a year the parents, the pupil, the LA, the school, and all the professionals involved, consider both the progress the pupil has made over the previous 12-months, and whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP.

➤ **2.5 Criteria for Exiting the SEN Register/Record**

Some children make excellent progress as a result of the school's interventions and Quality First Teaching. If progress is rapid, and their needs are no longer 'additional to and different from' that of other pupils in their year group; in consultation with parents, the child can be taken off the SEND record. Reasonable adjustments would remain in the classroom and the stringent tracking of the pupil's progress would continue with careful monitoring.

3. Roles and Responsibilities

➤ **3.1 Governing Body**

- In partnership with the SENDCo, the Governors have the responsibility for deciding the school's general policy and approach to meet the needs of students with SEND
- Ensuring through the appraisal process, that the Headteacher sets objectives and priorities in the School Development Plan, which includes provision for SEND
- Monitoring the policy through the school's self-review procedures
- All governors are informed of the school's provision, including: funding, equipment, and staffing
- Reporting annually to parents on the school's policy through the website

➤ **3.2 Headteacher**

- Setting objectives and priorities in the School Development Plan, which includes SEND
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources
- Informing the Governing Body annually of the achievement and progress of SEND pupils

➤ **3.3 SENDCo**

- Disseminating information and raising awareness of SEND issues throughout the school

- Managing and developing the roles of Teaching Assistants alongside the Head Teacher through training and Performance Management
- Co-ordinating provision for students
- Recruiting and deploying the school's Learning Support Team, which includes Teaching Assistants
- Being responsible and accountable for the whole-school SEND resources and sharing as the Headteacher along with the Finance Manager responsibility for the allocation of funding devolved directly from the LA
- Contributing to in-service training and external training (as appropriate)
- Being involved in preparing the SEND Report, which the Headteacher forwards to the Governors

➤ **3.4 Teachers**

- Involved in the writing of EHC plans according to the school's SEND Policy.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work
- Ensuring appropriate teaching resources for students with SEND are purchased from academy capitation
- Raising awareness, of academy responsibilities towards SEND
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SENDCo.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes.
- Ensuring One Page Profile Sheets are considered in lessons.
- Monitoring progress of students with SEN/D against agreed targets and objectives
- Be fully aware of the school's procedures for SEN/D.
- Raising individual concerns to SEND Team

➤ **3.5 Support Staff (including Teaching Assistants, 1:1, LSAs)**

- Support students with SEN/D and the wider school population.
- Feedback to class teacher on progress/concerns
- Monitor progress against targets for individual children
- Assist with drawing up individual plans for pupils and supporting information sheet development, as required.

- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

4. Our SEND Provision

➤ 4.1 Cause for Concern

Before a child is placed on the SEND register, we ask our staff to follow our SEND referral procedure (see Appendix 5). This procedure may not be used for all children, as we acknowledge some children may require moving straight onto an Individual Education Plan (IEP) or may join us with an Education, Health Care Plan (EHCP) already in place.

If a child does not have these needs, before we place a child on our SEND register, we ask class teachers to complete a Cause for Concern form. Alongside this, teachers complete an Assess, Plan, Do, Review form (see Appendix 6).

Both forms with the child's parents or carers to discuss how we can put in place some additional support for them in school. This support will be carried out over a half-term, and then reviewed by the teacher. Using our SEND referral procedure, we determine our next course of action.

➤ 4.2 One-Page Profile

Every child placed on the SEND register at Saint Mary's will complete a One-Page Profile (see Appendix 5). On the One-Page Profile, children complete the sections in blue asking them about their strengths, plans for the future, and areas to develop. The teacher of the child completes the sections in red, detailing the support the child will be given in class.

➤ 4.3 Individual Education Plan (IEP)

For some of our SEND children, who require some additional support in school, we complete an IEP form (see Appendix 7) every half-term. This form comprises of three targets that are SMART (Specific, Measurable, Achievable, Realistic and

Timebound) for the child to achieve. Throughout the term, we put in place the support for the child stated on the document.

At the end of the half-term, we review our support and continue the process again throughout the academic year. Some children may not make any progress from this form, so we would consider putting in place more support for them, which could lead to an Education, Health Care Plan (EHCP).

➤ **4.4 Individual Support Timetable (IST)**

For children in our school with an EHCP, we complete an IST (see Appendix 8) every term, which outlines the support we offer the child every day in school. This document is amended, as and when required, throughout the term and can be shared with parents at SEND Review Meetings.

➤ **4.4 Educational Health Care Plan Targets (EHCP Targets)**

Alongside the IST form, children with an EHCP will also have an EHCP Targets (see Appendix 9) form completed by their class teacher every half-term. This document uses the targets from the child's EHCP and shows how we as a school are supporting them in meeting their targets.

5. Our School Procedures

➤ **5.1 In-School Referral Procedure**

As mentioned in the last section, our SEND referral procedures are used when we feel a child has shown us needs that may require additional support for them.

However, this may not always be used if child displays SEND needs that clearly and obviously require additional support to be put into place for them. In these cases, a child may move straight onto an IEP.

For a child to be given an IEP, we require our parents to sign to consent (see Appendix...) for their child to go onto our SEND register.

➤ **5.2 Complaints Procedure**

In the first instance, we ask parents or carers to contact the child's class teacher. However, parents or carers can request a meeting with the school SENDCo as well.

If parents or carers are not satisfied by the outcome of these two meetings, they can ask to speak to the Head Teacher to put in a formal complaint in regard to how their concern has been handled by our staff.

As well as this we offer various support mechanisms for our parents or carers to access through our school such as:

- Signposts to External Agencies (see Appendix 10).
- SEND Monthly Newsletters.
- SEND Review Meetings (Termly).
- Parents Voice through Surveys and Questionnaires.

6. External Support

➤ 6.1 Who We Work With

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil.

We aim to work with:

- The Children and Mental Health Services (CAMHS)
- The School Nurse
- The Educational Welfare Officer
- Speech and Language Service
- Occupational Therapy

7. Legislation We Follow

➤ 7.1 The Children and Families Act (2014)

Part 3 of the Children and Families Act (2014) sets out schools' responsibilities for pupils with SEND.

➤ 7.2 The SEND Code of Practice 0 to 25 Years (2015)

The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. It is a set of guidelines that the DfE say local authorities and schools should follow.

➤ **7.3 The SEND Regulations (2014)**

The SEND Regulations set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND Coordinators (SENDCo) and the SEN Information Report.

➤ **7.4 The Equality Act (2010)**

The Equality Act 2010 provides a single, consolidated source of discrimination law.

It simplifies the law, and it extends protection from discrimination in some areas. As far as schools are concerned, for the most part, the effect of the current law is.

The same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

The exceptions to the discrimination provisions for schools are all replicated in the current act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

Schools that were already complying with previous equality legislation should not find major differences in what they need to do. However, there are some changes that will have an impact on schools as follows

Appendices

> Appendix 1: SEND Status Letter



Name of Pupil: _____

It is our intent to share with you all the additional provision your child will be receiving three times a year. This will be in the form of a Individual Education Plan and will be shared during SEND Termly Meetings between yourself and your child's class teacher.

Kind regards,

R Bray

Mr R Bray
SENDCo, SLT and Year 5 Class Teacher

Do you feel your child would benefit from some additional support which will target his/her learning needs? (please tick one)

| | |
|-----|----|
| Yes | No |
|-----|----|

I understand that my child will benefit from some additional support which will target his/her learning needs. This is called **SEN Support** and is part of the Special Educational Needs (SEN) Code of Practice. We hope that intervention at this stage may mean that your child does not need help in the future.

Parent/Carer Signature: Date:

From time to time, the class teacher and/or SENDCo will carry out additional assessments in school in order to monitor your child's progress more closely. I agree to this and understand that I will be informed of any results.

Parent/Carer Signature: Date:

I give permission for the school to share information with other professionals who are already involved with my child (e.g. GPs). I give permission for the school to share information about my child with external and internal professionals or who may offer insights and support on how best to support my child now and in the future.

Parent/Carer Signature: Date:

Office Use Only

SEN Status:

Area of Need:

> Appendix 2: Assess, Plan, Do, Review Cycle



Taken from Access to Education (2019)

➤ Appendix 3: The Three Waves of Intervention at St Mary's



Graduated Approach - Support and Intervention for Pupils with Additional Needs



| Stage | Provision Required | Support and Provision | Assessment, Recording and Monitoring Systems | Monitored By |
|-------|-----------------------------|---|--|---|
| 1 | Universal Provision | <ul style="list-style-type: none"> Carefully planned differentiation Assessment for learning Visual prompts in the classroom e.g., visual timetables, countdown clocks | <ul style="list-style-type: none"> Reviewed at Pupil Progress and Phase Review Meeting with SLT | Class Teacher Support Staff |
| 2 | Early Intervention Support | <ul style="list-style-type: none"> Support within class through small groups and individual support (cut aways, rapid in lesson support) | <ul style="list-style-type: none"> Reviewed at Pupil Progress and Phase Review Meetings with SLT | Class Teacher Support Staff SLT |
| 3 | Targeted Additional Support | <ul style="list-style-type: none"> Additional group or individual programmes Evidenced-based interventions Cause for Concern Sheet completed Assess, Plan, Do, Review sheet implemented and reviewed at half-term with SENDCo | <ul style="list-style-type: none"> SENDCo made aware Reviewed at Pupil Progress Meetings Intervention Records | Class Teacher Support Staff SENDCo |
| 4 | Targeted Intensive Support | <ul style="list-style-type: none"> Multi-Professional support Individual Education Plan completed every half-term Class Teacher tracks progress SENDCo and class teacher collect evidence for an EHC Plan | <ul style="list-style-type: none"> Pupil added to SEND Register Individual Education Plan Individual Education Plan Progress Tracker SENDCo Monitoring Provision | Class Teacher Support Staff SENDCo SLT |
| 5 | Provision Over and Above | <ul style="list-style-type: none"> Child put on an Education, Health, and Care (EHC) Plan EHC Plan reviewed termly with SENDCo | <ul style="list-style-type: none"> Annual Review Meeting and Report Individual Education Plan Individual Education Plan Progress Tracker SENDCo Monitoring Provision | Class Teacher Support Staff SENDCo SLT |

Every teacher is a teacher of SEND Pupils - SEND is everybody's responsibility

The Three Waves are Universal, Targeted and Specialist. We show this at Stage 1, 3, and 5. However, Stage 2 and 4 are additional steps we put in place to support children with SEND.

> Appendix 4: EHCP Annual Review Parent Form Template

ANNUAL REVIEW Parent(s)/Carer(s) View

The purpose of this form is to help you prepare for your child's/young person's Annual Review. Please answer as many questions as you can. Tell us about your views across education, health and care. If you are unsure about a particular area, then feel free to leave it blank and we can discuss it in more detail during the review. If you need more room please use an additional sheet, if necessary.

| | | | |
|----------------------------|---|-----|--|
| Child/ Young Person's Name | | DOB | |
| Setting / School | Saint Mary's Loughborough Catholic Primary School | | |
| Date of Annual Review | | | |
| What is working well? | | | |
| Education | | | |
| Health | | | |
| Social Care | | | |
| What could be done better? | | | |
| Education | | | |
| Health | | | |
| Social Care | | | |

Are there any significant changes in your family that we are unaware of? (E.g. new baby, house move etc.)

Are there any different/new services involved with your child/young person?

What are your aspirations for your child/young person?
Consider employment, independent living, health and community participation.

Is there anything else you wish to discuss at your child/young person's annual review meeting?

| | | |
|--|-----|----|
| Do you think your child/young person still needs their EHC Plan? | Yes | No |
| Do you think the EHC Plan needs to be changed? | Yes | No |
| Do you think a special school placement needs to be considered? | Yes | No |

If yes, please explain and outline the changes you think need to be made: *(Please note amendments will only be made if the review meeting agrees they will have a significant impact.)*

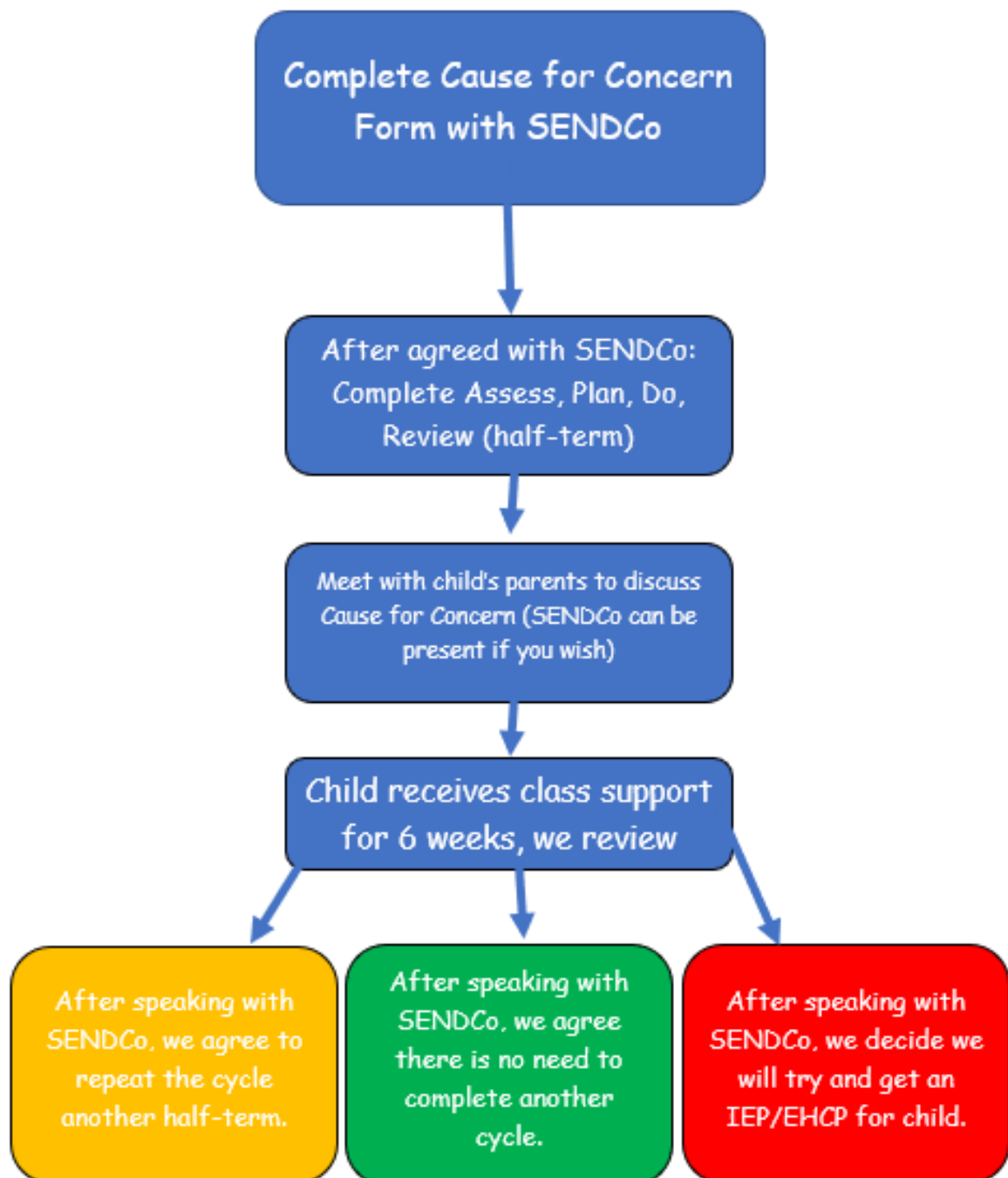
Signed:

Date:

➤ **Appendix 5: SEND Referral Procedures**



SEN Referrals



➤ Appendix 5: Cause for Concern Template



St Mary's Catholic Primary School.



Cause for Concern Form.

| | | | |
|-------------------|-----------------------------|---|------------------|
| Child's Name: | Date of Birth: | Class Teacher: | Date of concern: |
| Year: | Review by (SENDCo Fills in) | Concern Reported by: | |
| Left/Right-Handed | Attendance/Punctuality: | Attainment Data: Reading - Writing - Maths - Phonics Screen - EYFS - | |
| | LAC/PP/EAL? | | |

| What specifically is causing you concern? (Evidence) | When does this occur? (Analysis) | How is this impacting on the child? (Analysis) | Why/What is the child's behaviour communicating? (Analysis) |
|--|----------------------------------|--|---|
| | | | |

| Strengths/Interests of the Child |
|----------------------------------|
| |

| What support/strategies have been put in place/tried? | Impact of Actions to Date |
|--|--|
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • |
| Other factors which might be relevant i.e., recent conversations with colleagues/other professionals | What support are you looking for us to provide to ensure this child enjoys and achieves? |
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • |

| Parent/Guardian View | Child's View |
|----------------------|--------------|
| | |

SENDCo Use Only

Primary need for support identified in conjunction with SLT/SENDCo

| | Speech and Communication | | Cognition and Learning |
|---|--------------------------|-----------------------|---|
| | Sensory | | Physical |
| | Emotional | | Social |
| | Attendance | | Safeguarding (Complete Safeguarding Cause for Concern Form) |
| Actions Agreed: | | Signed By: | |
| <ul style="list-style-type: none"> • | | <p>..... (SENDCo)</p> | |

> Appendix 6: One-Page Profile Example

Saint Mary's Catholic Primary School, Loughborough

| | | | | | |
|--|------|------------------------------|-------------|--------------------|------------|
| Name: | NAME | SEND? | Y/N/WATCH | EHCP/Other? | Y/N/SENDIF |
| D.O.B: | DOB | Pupil Premium? | Y/N/SPP/LAC | EHCP Date: | Date |
| Class/Year: | Year | Other (give details): | e.g. EAL | Amount? | Hours / £ |
| Advent 1 (22-23) One-Page Profile | | | | | |

Strengths and What People Appreciate about me...


Pupil's Voice

Parent/Carer Voice

Area of Difficulty / My Needs (Summary)

>

>



Aspirations/What's important for the Future....

Pupil's Voice

Parent/Carer Voice

How best to support me (teaching strategies / resources / External Agency Advice)
Include if the CYP has/needs any adaptations for examinations

>

What I find difficulty / challenging...

Pupil's Voice

Parent/Carer Voice

Parents / Carers: _____

Teacher: _____

SENDCo: _____

> Appendix 7: Individual Educational Plan (IEP) Template

Saint Mary's Catholic Primary School, Loughborough

| | | | | | | | |
|--|-----------------|------------------------------|---------------------------------|--------------------|------------------------|--------------------|--------------------------|
| Name: | NAME | SEND? | Y/N/WATCH | EHCP/Other: | Y/N/SENDIF | | |
| D.O.B: | DOB | Pupil Premium? | Y/N/SPP/LAC | EHCP Date: | Date | | |
| Year: | Year | Other (give details): | e.g. EAL | Funding: | Hours / £ | | |
| Pentecost 1 (22-23) Individual Education Plan | | | | | | | |
| Intent | | | Implementation | | | Impact | |
| Parent Voice | Baseline | SMART Target | Intervention / Provision | Frequency | Evidenced in... | Pupil Voice | Comments |
| | | | | | | | Outcome (1-2-3-4) |
| Outcome 1 | | | | | | | |
| Outcome 2 | | | | | | | |
| Outcome 3 | | | | | | | |

➤ **Appendix 10: Signpost to Additional Support**

Anxiety UK

Work to relieve and support those living with anxiety and anxiety-based depression by providing information, support and understanding via an extensive range of services, including 1:1 therapy. They can provide support and help if a person receives a diagnosis, or suspect they may have an anxiety condition and help them deal with specific phobias such as fear of spiders, blushing, vomiting, being alone, public speaking, heights – in fact, any fear that stops a person from getting on with their life. www.anxietyuk.org.uk/

Child Bereavement UK

Supports families and educates professionals when a baby or child of any age dies or is dying, or when a child is facing bereavement. Every year they train more than 8,000 professionals, helping them to better understand and meet the needs of grieving families.

<https://childbereavementuk.org/>

Childline

Childline is a free, private and confidential service for children and young people available online, on the phone, anytime facilitated by trained counsellors. The website is easy to navigate and has many interactive resources, advice and sources of support for children and young people.

www.childline.org.uk/

Mentally Healthy Schools (MHS)

MHS brings together quality-assured information, advice and resources to help primary schools understand and promote children's mental health and wellbeing. Our aim is to increase staff awareness, knowledge and confidence to help teachers support their pupils.

www.mentallyhealthyschools.org.uk/

Samaritans

Samaritans work to ensure that fewer people die by suicide by working to alleviate emotional distress and reduce the incidence of suicide feelings and suicidal behaviour. They offer 24 hours a day emotional support for people who are struggling to cope, including those who have had thoughts of suicide, As well as reaching out to high-risk groups and communities to reduce the risk of suicide and working in partnership with other organisations, agencies and experts. Also, influencing public policy and raising awareness of the challenges of reducing suicide.

www.samritans.org/

Young Minds

Young Minds is the UK's leading charity championing the wellbeing and mental health of young people. They offer resources and bespoke training for schools and support for parents and young people. In addition, they have a dedicated section on caring for the wellbeing of teachers and school staff.

<https://youngminds.org.uk/>