



Wembrook Primary School's SEN information Report

Background

As part of the Children and Families Bill 2014, all schools in Warwickshire are required to publish their school specific information about arrangements for identifying, assessing and making provision for children with Special Educational Needs and/ or Disability (SEND). The collation of school specific information will form part of a county- wide Local Offer of provision.

This document sets out to provide clear information to parents of children with SEND at Wembrook Primary School and was written in consultation with parents. This information report will be reviewed in line with the new Code of Practice (Sept 2014).



An overview of our school

Wembrook Primary School is one of the largest primary school in Warwickshire. We are a three form entry school. There are currently 673 children on roll. An increasing percentage of pupils come from minority ethnic

groups, the largest of which are of Indian heritage. 75 pupils have English as a second language and there are 7 looked after children. An above-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals. 199 pupils are on the Pupil Premium register. We have around 80 children (11.9% of children) on our SEN register. This is lower than the national figures (January 2018) of 14.6%. Nine of the 80 children on the SEN register have an Education, Health and Care Plan.

In September 2014 a new Special Educational Needs Code of Practice introduced changes to the law for children and young people with SEND. Statements of Special Educational Needs have been replaced with an Education, Health and Care Plan for those children and young people with complex needs. For children with less complex needs but who still require support, there is category used called Special Educational Needs (SEN) Support.

The kinds of special educational needs that are provided for at Wembrook

At Wembrook Primary School we strive for inclusion for all children and support children with a range of special educational needs, with varying degrees of complexity. These needs can impact the child's capacity to learn in all areas or be more specific. We support children with the following areas of need:-

- Communication and Interaction difficulties (such as Autistic Spectrum Disorders)
- Cognition and Learning (such as specific literacy difficulties)
- Social, Mental and Emotional Health
- Sensory and/or Physical (such as visual or hearing impairment and children with medical needs).

We hope that this information is helpful to you.

How will the school know if my child needs additional help?

General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>At Wembrook Primary School we recognise the importance of early identification of pupil needs and potential barriers to learning. We know that early identification is vital so that appropriate support can be put in place as soon as possible. Pupil's needs are identified through initial home visits in nursery or reception, ongoing tracking of pupil progress and conversations with parents, children, teachers and support staff. We can also gain information from assessments or observations from outside agencies and transition information from previous schools. The school follows a graduated approach to respond</p>	<p>Observations by members of staff (including Lunch Time Supervisors).</p> <p>Information or concerns raised by Health Visitors.</p>	<p>Tracking of progress by the class teacher and SENCO to identify pupils who are making less than expected progress or who fail to match or better their previous <i>rate</i> of progress.</p>	<p>Observations of behaviour</p> <p>Parental concerns</p> <p>Information from parents regarding events which occur outside school, which may have an impact on their child's social, mental or emotional health.</p>	<p>Observations from staff</p> <p>Communication and information from medical professionals such as the health service.</p>

<p>to pupil's needs. The response depends on the progress a child makes and the effectiveness of the interventions. This starts with a child accessing quality first teaching, with a differentiated curriculum within the class, to involving outside agencies when necessary.</p>				
<p>How will this information be shared with me?</p>				
<p>General</p>	<p>Specific Area Focus</p>			
	<p>Communication and Interaction</p>	<p>Cognition and Learning</p>	<p>Social, Mental and Emotional Health</p>	<p>Sensory and/or Physical (Including Medical Needs)</p>
<p>Your child's class teacher will inform you of any concerns they might have about your child's progress. The class teacher will consult the SENCO and discuss the child's needs. In consultation with parents, decisions are made as to what support will be put in place to best address the need. Parental permission is always sought before any action is taken (e.g. before a child is added to the SEN register) or before any</p>	<p>Speech and Language Therapy assessments are directly shared with parents.</p> <p>The Speech Therapist meets with parents in school to share targets and therapy work and also to advise parents on how best to support their child at home.</p>			<p>Health professionals usually contact and share information directly with parents, often outside school.</p>

<p>referrals are made. Individualised targets/outcomes are set and support put in place to help the child to reach their targets. These targets are recorded on a Personalised Learning Plan or PLP. The PLP will include a review of previous targets and the new targets. The PLP will be written in consultation with the class teacher and is shared with parents during parent’s evening. This is an opportunity for parents to contribute or comment on the targets and planned support. The SENCO will arrange meetings with parents to update on the impact of interventions when necessary. Parents are invited to meet with professionals from outside agencies who have supported their child. Copies of any reports or assessments are given to parents.</p>				
<p align="center">What should I do if I think my child may have a special educational need or disability?</p>				
<p align="center">General</p>	<p align="center">Specific Area Focus</p>			

	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>Speak to your child's class teacher.</p> <p>Arrange to meet with the SENCO (Katy Jones) in school.</p> <p>Consult with the school's SENCO if you have spoken about your concern with a G.P.</p>			<p>See your G.P and keep the school informed. The G.P can make referrals to RISE (previously CAMHS - Child and Adolescent Mental Health Service) if this is deemed appropriate.</p>	<p>See your G.P and keep the school informed.</p> <p>Give school copies of any reports which detail a diagnosis/medication etc.</p>
How will I know how my child is being supported?				
General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>The support that is planned for your child will be shared with you in various ways including, parents evening consultations, parental copies of PLP's and additional meetings arranged by</p>	<p>Parents will be sent copies of Speech and Language targets by the Speech Therapist.</p>		<p>Letter with be written to parents to inform them of interventions which would like their child to be involved in, such as The Riverside</p>	<p>Outside agencies will share with parents the support that they are giving their child.</p>

<p>the SENCO. Parents or carers are always welcome to contact the SENCO to share any concerns.</p>			<p>Cafe which supports social and emotional needs in school.</p>	
<h2>How will the curriculum be matched to my child's needs?</h2>				
<h3>General</h3>	<h3>Specific Area Focus</h3>			
	<h4>Communication and Interaction</h4>	<h4>Cognition and Learning</h4>	<h4>Social, Mental and Emotional Health</h4>	<h4>Sensory and/or Physical (Including Medical Needs)</h4>
<p>The curriculum at Wembrook is differentiated to meet the needs of all children. Some children will require the curriculum to be adapted further to meet their specific needs. Whilst we recognise that it is vital that all children access quality first teaching in the classroom, further targeted support may be necessary in order to address their barriers to learning. This may involve interventions which take place outside the classroom in small groups or on a 1-1 basis. Advice will be sought from relevant outside agencies to ensure that all children are included in all aspects of school</p>	<p>Speech and language therapy sessions take place with the therapist or a trained member of staff. Adaptations are made to ensure that the presentation of instructions and activities are accessible and understood by all children. This might include the use of visual aids, topic vocabulary banks, talking tins, voice activated software etc.</p>	<p>Resources and adaptations to resources are used to support children to access the curriculum. This might include the use of visual aids, topic vocabulary banks, talking tins, voice activated software, phonic charts etc.</p>		<p>Resources and adaptations to resources are used to support children to access the curriculum. This might include specialist equipment for children within this category of need. Resources are either provided by an outside agency or bought in by the school.</p>

life.				
How will the school monitor how well my child is doing and how will they inform me about this?				
General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
Class teachers regularly assess children's attainment. Attainment is recorded termly onto a computerised tracking system (iTrack). The progress children make is monitored by the class teacher, for all the children in their class. In addition the school has Progress Meetings with Senior Leaders, Phase Leaders, the SENCO and class teachers. If teachers have any concerns regarding pupil progress they consult the SENCO and parents are informed. The SENCO monitors the progress the children on the SEN register make and in particular progress within interventions that have been put in place. If staff are concerned about progress	The school's speech therapist meets with parents to share her assessments or reviews of pupil progress.	iTrack tracking of progress Progress meetings with senior managers, Phase Leaders, SENCO and class teachers.	The school employs a qualified counsellor who meets with parents to review the child's progress and share the observed progress.	Specialist support services, e.g. occupational health services will meet with parents and children outside school to assess progress (e.g. after therapy has taken place).

<p>parents will be informed. Further advice may be sought and adjustments will be made to the type of support, amount of support or resources used. Children with an Education, Health and Care Plan will have Annual Reviews of progress, which parents attend. In addition, parents will discuss their child's progress with the class teacher during the parents evening consultations which take place twice a year (with a third optional opportunity in the Summer term). PLP reviews and targets are shared with parents during parent's evening and any changes in provision will be discussed. Where necessary additional meetings are arranged by the SENCO. These additional meetings usually involve the outside agency that has worked with your child. School reports are sent home for all children each Summer term. Parents are encouraged to contact the SENCO or class teacher if they have any concerns about their child's progress.</p>				
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How will you help me support my child's learning?

General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>Class teachers will be able to provide advice for parents who wish to support their child to meet targets set for them. The SENCO and outside agencies will also provide support for parents. The SENCO, Family Support and Learning Mentor (Eleanor Williams) can make referrals on behalf of parents in order for them to access further support from appropriate agencies.</p> <p>There is a Helping My Child At Home section within the Parents Area of the school website. There is information for parents on how to support your child in different subjects or for support in certain key stages.</p>	<p>The speech therapist will give parents support and advice after assessments have taken place or when a parents requests support.</p>	<p>The class teachers, SENCO and Educational Psychologist can advise parents as to how best to support their child at home. The SENCO and class teacher can provide support material for use at home. The Specialist Teaching Service can support your child in school where necessary and support parents with useful strategies at home.</p>	<p>Eleanor Williams can support parents and provide targeted training so that they can best support their child at home.</p>	<p>GP</p> <p>Occupational Therapists</p> <p>Physiotherapists</p> <p>Other medical professionals</p>

What support is there for my child's overall well-being?

General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>At Wembrook Primary School we care about the overall well-being of all our pupils and have invested in interventions specifically to support emotional well-being. We have a Nurturing provision called The Dragonfly Group that supports children in KS1 and KS2. The children attend for two afternoons a week for up to two terms. We also have a lunch time provision called 'The Riverside Cafe' for children who need social skills support and who find unstructured times of the day particularly difficult.</p> <p>We employ a qualified counsellor from The Sycamore Counselling Service who works with up to three children one morning a week. The work she does is</p>	<p>Nurture groups- 'Dragonfly Group'</p> <p>Riverside Cafe</p> <p>Referrals to Speech and Language Therapy</p>		<p>Nurture groups</p> <p>Riverside Cafe Where the school feels that a child may need more specialised assessment and support, referrals are made to the school's Educational Psychologist and/or RISE-(CAMHS -Child and Adolescent Mental Health Service)</p> <p>Sycamore Counselling Service</p>	<p>school nurse-Compass</p>

<p>based on play therapy and the children receive support for around 6 weeks, (this depends upon the nature of their emotional needs at the time).</p> <p>Where the school feels that a child may need more specialised assessment and support, referrals are made to the school's Educational Psychologist and/or RISE (previously known as CAMHS -Child and Adolescent Mental Health Service)</p> <p>The school has trained CAF lead professionals who will support parents and children.</p> <p>The school Nurse can be contacted for advice from school staff and parents can arrange to meet with the nurse in school.</p> <p>At Wembrook we value the views, opinions and feelings of our pupils and during PLP reviews, discussions take place between the pupil and a member of staff who works with the child, to seek their views about their</p>				
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<p>progress. The child will review their own progress and if able will record their views on the PLP.</p>				
<p>What specialist services and expertise are available at or accessed by the school?</p>				
<p>General</p>	<p>Specific Area Focus</p>			
	<p>Communication and Interaction</p>	<p>Cognition and Learning</p>	<p>Social, Mental and Emotional Health</p>	<p>Sensory and/or Physical (Including Medical Needs)</p>
<p>At Wembrook we buy in specialised services who work closely with us to support children at our school. The Specialist Teaching Service work in school for one and a half days a week and a Speech and Language Therapist comes in one day a week. Other services accessed by the school include:-</p> <ul style="list-style-type: none"> • Educational Psychologist • IDS (Integrated Disability Service) • School Nurse • CAMHS • Occupational Therapy • Physiotherapy 	<p>Speech and Language Therapist</p> <p>Educational Psychologist</p> <p>The Specialist Teaching Service</p> <p>IDS (Specific Speech and Language Team)</p> <p>IDS (Autism</p>	<p>IDS (Including The Early Years Team)</p> <p>Educational Psychologist</p> <p>The Specialist Teaching Service</p>	<p>Where the school feels that a child may need more specialised assessment and support, referrals are made to the school's Educational Psychologist and/or RISE-(CAMHS -Child and Adolescent Mental Health Service)</p> <p>Parent Support Adviser</p> <p>Family Support and Learning Mentor</p> <p>Sycamore Counselling</p>	<p>IDS (Integrated Disability Service- e.g. The Visually Impaired Service, Hearing Advisory Team, Physical Disability Service, Occupational Therapy etc).</p> <p>Physiotherapy (NHS)</p> <p>Parent Support Adviser</p> <p>Family Support and Learning Mentor</p>

<ul style="list-style-type: none"> • Family Support and Learning Mentor • Sycamore Counselling Service • CAF officers/ trained professionals 	Team)		<p>Service</p> <p>CAF officers/ trained professionals</p>	
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What training have the staff had in relation to SEND?

General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>The school provides Continuing Professional Development (CPD) for all staff during INSET days, staff meetings and courses targeted at specific training needs. The SENCO organises training for the whole staff or individual teachers in relation to SEN and to address training needs.</p> <p>The SENCO has achieved the National award for Special Educational Needs Coordination'. She arranges training for staff in relation to specific children's needs, e.g. Autism.</p>	<p>Specialist Teaching Service- ASD</p> <p>SALT (Speech and Language Therapy) – Makaton signing</p> <p>We have a trained TA who delivers Speech and Language Therapy under the direction of the therapist.</p>	<p>The Specialist Teaching Service provides training to teachers and TA's to equip them with strategies to adapt the curriculum or resources for children in their classes e.g. Precision Teaching.</p>	<p>Specialist Teaching Service- ASD</p> <p>Members of the SEN team have been trained to deliver Nurture Provision.</p> <p>The Teachers and TAs (Teaching Assistants) were trained in Attachment Disorder difficulties in July 2016.</p>	<p>The IDS Visually Impaired Team support class teachers.</p> <p>Physiotherapists train TAs in the delivery of support packages for individual children.</p>

<p>The SENCO regularly attends training events and disseminates this information to staff.</p> <p>The SENCO is ensures that all the staff who work with a child with SEN, are informed about that child's needs.</p> <p>The school works closely with all outside agencies, who provide specialised training for TAs and teachers who have children with SEN in their class, e.g. the Visual Impairment Team.</p>				
<p>How will the school ensure that my child will be included in all activities in and outside the classroom, including school trips?</p>				
<p>General</p>	<p>Specific Area Focus</p>			
	<p>Communication and Interaction</p>	<p>Cognition and Learning</p>	<p>Social, Mental and Emotional Health</p>	<p>Sensory and/or Physical (Including Medical Needs)</p>
<p>Activities are adapted where</p>	<p>Visual Timetables are</p>	<p>Work is differentiated</p>	<p>Social skills support is</p>	<p>Specific and additional</p>

<p>necessary and where possible. This involves consulting pupils, their parents and specialist agencies to ensure that children are included in all activities in and out of school. We ensure that every child develops and learns to their full potential.</p> <p>When planning school trips the school will contact the venue to discuss the needs of individual children and if necessary will conduct pre-visits to determine any potential difficulties or risks to pupils. The school will carry out a risk assessment prior to a visit. This will determine the suitability of each activity for all children including those with SEN.</p> <p>The school provides extra-curricular clubs and activities which are offered to all pupils and adaptations are made where possible to ensure inclusion for all children.</p> <p>(See 'How will the curriculum be matched to meet my child's needs?').</p>	<p>used in classrooms to support all children but specifically support children on the Autistic Spectrum.</p>	<p>personalised to enable children with learning difficulties to access the lesson and learn at their level.</p>	<p>provided for children during lunch times within The Riverside Cafe. This intervention supports children as they mix with their peers so that they can be included in unstructured times of the day more positively.</p>	<p>TAs accompany children on school trips.</p> <p>Advice is taken from specialised agencies to ensure that appropriate adaptations are made, e.g. Occupational Therapy- swimming lessons.</p>
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How accessible is the school environment?

General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>The school is advised by specialised agencies in order to made adaptations to the school environment to ensure that children can access all areas.</p> <p>All classrooms are on the ground floor level.</p> <p>Adaptations have been made to the KS1 and KS2 playground for visually impaired children.</p> <p>Signs and visual prompts are displayed around school to support all children and adults, and the school has a Dyslexia Friendly award.</p>	<p>Our School is a 'Dyslexia Friendly' school. We use visual symbols around school to help the children and our visitors.</p>	<p>Resources to support cognition and learning in the classroom include:-</p> <p>Phoneme frames</p> <p>Word mats</p> <p>We have bought Clicker 7 to support children who struggle with writing their ideas down. Clicker is a word processing tool, available on all school computers except iPads.</p>	<p>Eleanor Williams is available for children to talk to when they are worried or anxious or just want to talk.</p>	<p>The school has a disabled toilet accessible to pupils. All classrooms are on the ground floor level.</p> <p>Coloured overlays</p> <p>Writing slopes</p> <p>Pencil grips</p>

How will the school prepare and support my child when they arrive at Wembrook or transfer to a new school, such as secondary school?

General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>Before children come to school in nursery and reception, home visits are arranged to familiarise children and parents with school staff. There are induction visits and meetings for parents arranged for foundation stage children.</p> <p>For children transferring to secondary school, the SENCO meets with representatives from the local schools to pass on relevant information regarding children on the SEN register. During the summer term, George Eliot School sends a TA to work with children who will be transferring to their school. Additional transition visits are arranged for Statemented children.</p> <p>For SEN children who join us from other schools, including special schools, or who leave us, we arrange transition visits which</p>	<p>For children on the Autistic Spectrum, the school support transition by making transition booklets for the children. These booklets include photographs of the new classroom, new teachers, as well as the new environment. The aim is to reduce anxiety during the transition to a new class.</p>			<p>Specialised teams attend transition meetings with parents, TAs and the pupils, at the secondary schools, so that they can make the necessary adaptations.</p>

<p>are planned carefully depending on the needs of the child. These visits usually increase in duration and frequency until the child feels settled and ready to join the new setting. We liaise carefully with other settings when planning transition.</p>				
<p>How are the school's resources allocated and matched to children's special educational needs?</p>				
<p>General</p>	<p>Specific Area Focus</p>			
	<p>Communication and Interaction</p>	<p>Cognition and Learning</p>	<p>Social, Mental and Emotional Health</p>	<p>Sensory and/or Physical (Including Medical Needs)</p>
<p>At Wembrook Primary School the SEN team includes the SENCO, and SEN teacher and 5 trained TAs who support children on the SEN register. If pupils require additional in class support, such as statemented children with complex needs, additional TA support is provided. During Annual reviews and IEP reviews the SENCO, class teacher and relevant specialist agencies and parents plan the</p>	<p>Referrals are made to Speech and Language Therapy and support within school is provided, in addition to the therapist's support.</p>	<p>Referrals are made to The Specialist Teaching Service. Assessments and advice guide decisions about interventions used.</p>	<p>The school can support individual children's emotional needs by providing a Nurture Group, a trained counsellor, lunch time social skills provision, behaviour support from EIS etc, where appropriate.</p>	<p>Advice regarding support and resources is sought from agencies that work with the child, such as, The Integrated Disability Service, Physiotherapy, Occupational Therapy.</p>

<p>most appropriate interventions to support the child. The SEN budget pays for SEN support and the interventions provided, as well as paying for outside agency/ specialist support services, training and resources (such as specialist equipment). Resources/ interventions are allocated according to pupil needs and their barriers to learning. The evaluation of the impact of interventions is reviewed and monitored regularly to ensure that outcomes are met. Advice is sought from specialist agencies to ensure that the most appropriate resources are matched to pupil needs. Where the support required for a child costs more than is allocated in the notional SEN budget the SENCO will apply for Higher Needs Funding by completing a costed provision Map.</p>				
<p>How is the decision made about what support my child has or how much</p>				

support?				
General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>During Annual reviews and PLP reviews the SENCO, class teacher, relevant specialist agencies and parents plan and agree the most appropriate interventions to support the child. How much support a child receives is based on a child's individual needs and previous progress/ attainment. The school is mindful of the importance of supporting children, to gain the skills necessary, to become independent learners. The children may be taken off the SEN register if they make sufficient and sustained progress.</p> <p>The progress of all children is monitored closely and the effectiveness of interventions is reviewed regularly throughout the</p>				

<p>school year in consultation with the class teachers, SEN TAs and outside agencies providing intervention. We have high expectations for all children, including SEN children, based on their individual needs and ability.</p>				
<p>How will I be involved in discussions about my child's education at Wembrook?</p>				
<p>General</p>	<p>Specific Area Focus</p>			
	<p>Communication and Interaction</p>	<p>Cognition and Learning</p>	<p>Social, Mental and Emotional Health</p>	<p>Sensory and/or Physical (Including Medical Needs)</p>
<p>Parents' evenings Annual Reviews PLP review meetings Liaison/ feedback meetings with outside agencies Meetings with the SENCO</p>				

Who can I contact for further information?				
General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>You can make an appointment (please contact the school office) to discuss any SEND related issues regarding your child with the SENCO (Katy Jones) or your child's class teacher. If you would prefer you can arrange to discuss matters with your child's Phase Leader, the Deputy Head, Head Teacher or SEN governor Jo Dobb.</p> <p>The SENCO can arrange for you to meet with any of the outside/ specialist agencies that work with your child.</p>	<p>The Speech and Language Therapist is in school every Tuesday and can see parents once an appointment is made.</p>	<p>Alex Allan from The Early Intervention Team is in school every Monday and can see parents once an appointment is made.</p>	<p>RISE can be contacted directly once a referral has been made.</p>	<p>The IDS Occupational Therapy Team can be contacted at Kings House, King St Bedworth CV12 8LL Tel 01926 413777, if a child is already being supported by them.</p>

<p>KIDS (see contact details below) can support and advise parents on any issues relating to SEND provision and support.</p> <p>For advice relating to parental support please contact Katy Jones by ringing school on 02476382961. You can also ring the school number to contact Eleanor Williams our Family Support Learning Mentor.</p> <p>For more information regarding our school and relevant members of staff, please see the school's Website. Alternatively, please ring Katy Jones (on school number 02476382961) who will be happy to help with any query relating to SEND at our school.</p> <p>For more information regarding how our local authority supports children with SEND, please see Warwickshire's Local Offer: www.warwickshire.gov.uk/send</p> <p>For support and advice regarding SEND there are other agencies to support you such as: Warwickshire County Council has</p>				
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<p>commissioned KIDS to take over the running of SENDIAS (Special Educational Needs and Disabilities Information Advice and Support Service). KIDS is a national charity established to provide a wide range of support to disabled children, young people and their families from birth to 25 years. They support parents, carers and families of all Warwickshire children with special educational needs and disability with impartial SEN information advice and support. See their website for further information:-</p> <p>https://www.kids.org.uk/warwickshire-sendias</p>				
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