



Falconbrook Primary School

Special Educational Needs and Disability Report

EFFECTIVE MARCH 2021

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1. Introduction

Falconbrook Primary School is a mainstream, community school with a strong commitment to inclusion. We aim to provide a safe, caring environment which supports creativity and encourages the aspirations of our children and our community. We want our children, our staff and our communities to develop and achieve – constantly learning, reflecting and innovating so that we are delivering our best, and our best keeps getting better.

As a Wandsworth School we access services and support through the [Wandsworth SEND Local Offer](#)

Our Special Educational Needs Coordinator is Ms Sheila Tugwell. She can be contacted by phone on 0207 2287706 or email at admin@falconbrook.net.

2. SEND Provision

How do we meet the needs of children with SEND at Falconbrook?

Children with Special Educational Needs and Disabilities can expect:

- to be fully included in class lessons and school life
- to work on the same curriculum as the other children in their class
- additional lessons or activities, tailored to their individual needs

To ensure that class teachers can successfully include pupils with SEND in lessons they:

- are provided with detailed information about the Special Educational Needs of children in their class
- participate in all meetings concerning the child
- are part of a supportive teaching team with great shared expertise
- receive on-going training aimed at developing their own understanding of special needs
- are supported by teaching assistants, who have knowledge and expertise in working with children with SEND and who also receive on-going training
- have access to a wide range of teaching and learning materials in their classrooms
- use a whole school teaching approach which suits a wide-range of learning styles and abilities

2.1 Identification

How does the school decide whether a child has special educational needs and what extra help they will need?

Class teachers, supported by the senior leadership team, make termly assessment of progress for all pupils. Through this process, we are able to identify children who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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 attainment gap between the child and their peers
- Widens the gap
- Behavioural differences (SEMH)

Our first response to inadequate progress is to put in place some 'targeted interventions' such as a 'catch-up programme', opportunities for 'over-learning' or extra support in class or the playground.

If the child is still making less than expected progress after a reasonable period of receiving extra help, we then consider whether the child has Special Educational Needs. We can only decide that a child has a significant learning difficulty through careful and rigorous assessment. At Falconbrook, this will usually be carried out by a specialist teacher, health professional or by our Educational Psychologist (EP). Parents are always consulted and their permission sought before such an assessment is carried out. Their views and those of the child form an important part of any assessment. The assessments may reveal a learning difficulty and indicate that the child will need significant extra support in order to progress well. Under such circumstances the support given is considered to be Special Educational Needs Support.

Please see Appendix 1 for Overview of SEND Identification Process.

2.2 Parental Support

What support do we give you as the parent of a child with SEND?

Whenever a teacher has a concern about a child they always tell the parents and discuss it with them. Parents will be consulted about any steps taken to helping their child and their opinions valued. They will always be informed if their child is receiving Special Educational Needs Support and encouraged to attend any meetings at school to do with their child, such as Individual Education Plan (IEP) meetings (as well as the normal parents' evenings when they speak to the Class Teacher about the child's classwork and general progress). We know that parents know their children best and we listen and act when parents express concerns about their child's development.

If you are worried about any aspect of your child's progress, it is best to first speak to the Class Teacher. However, you are always welcome to speak with the SENCO should you wish to do so.

2.3 Child Involvement

How will my child be involved in and consulted about how their special educational needs are met and what progress they are making?

When we are assessing children to find out about their strengths and needs, we always seek their views – we might, for example, ask them 'what do you enjoy doing at school?' or 'what things do you find difficult at school?' or 'how can we help you?' We choose a way of communicating these questions that suits the child and they respond using their favoured form of communication.

We encourage self-assessment at Falconbrook and where appropriate children will be asked to suggest targets for themselves. Otherwise, targets are set, for example by the Speech and Language Therapist who will talk through them with the child in language that they understand. Assessment is ongoing and involves the child – so at the beginning of a session of say, Speech and Language Therapy, the child will be reminded of their targets and at the end asked how they thought they did that day. The adult will share her views with the child. Where appropriate, children attend all or part of target-setting and review meetings.

2.4 Speech, Language and Communication Needs

How do we help children with Speech, Language and Communication needs (SLCN)?

Children with SLCN have difficulty in communicating with others. This may be because:

- they have difficulty saying what they want to
- understanding what is said to them *or*
- they do not understand or use social rules of communication e.g., taking turns

We are well supported by [Wandsworth Speech and Language Therapy Service](#) who provide training, advice and direct intervention and assessment as needed.

Falconbrook follows a topic-based curriculum which is ideally suited to children with language difficulties. By linking subjects by a common topic, children get a chance to hear and practise the new vocabulary and concepts associated with that topic thereby enabling them to remember it and use it appropriately in a range of contexts.

If a child has difficulty understanding or using language their teacher may provide:

- sessions in a language booster group
- additional adult support in class to help break down instructions, etc.

Our Early Years team are currently trialling [Nuffield Early Language Intervention](#) to boost their children's language skills.

If a child continues to have language difficulties, we will seek parental permission to refer them for a Speech and Language Assessment. If this reveals that the child has significant language difficulties the child can expect the following:

- A programme of intervention planned by the Speech and Language Therapist which will be delivered at least weekly by a trained Teaching Assistant.
- Termly or half-termly monitoring and reviewing of the programme by the Speech and Language Therapist
- Termly updates with parents and teachers to discuss progress and outcomes of intervention and reviews

2.5 Autism

How do we help children with Autism?

We work with the [Wandsworth Autism Advisory Service \(WAAS\)](#) to meet the needs of our pupils with autism.

Falconbrook provides an environment that can benefit children with autism in that:

- Very clear routines are in place in the classroom and across the school

- The school is peaceful
- Our behaviour policy is applied consistently and all pupils understand the rules
- All classes use a visual timetable
- Our teaching includes the use of visual information (pictures) as well as words
- We have a Sensory Room

Some children with autism are able to fully participate in lessons and school life with minimal support whilst others may need a higher level of support and differentiation. An individual intervention plan will be put in place according to the child's specific needs with help from the professionals who are working with the child.

2.6 Cognition and Learning Needs

How do we help children with COGNITION AND LEARNING needs?

Our core teaching programmes for writing and mathematics are ideal for children with special needs as they use a multi-sensory approach, can incorporate children at different stages of their learning and offer opportunities for practice and over-learning. Children use a variety of ways of recording so that those who have difficulties with language or writing are not disadvantaged. We use a phonics programme to teach children to read which works well for most children.

If children are struggling with reading, spelling or mathematics, their class teacher will put additional support in place such as extra reading or spelling sessions. Children who have trouble with counting and remembering number facts can be helped by 5 minute practice sessions daily. Memory aids, such as word-banks and calculators are available so that children who have difficulty 'learning things off by heart' do not waste time.

At Falconbrook we are supported by specialist teachers from the Wandsworth Literacy and Numeracy Support Service. They provide staff-training, advice, screening and individual assessments. If a child continues to struggle with reading, writing or mathematics we can refer them to one of these teachers who will:

- carry out a detailed assessment (this includes meeting parent)
- set up an individual work programme
- deliver a weekly lesson which will then be reinforced through daily practice with a Teaching Assistant.

2.7 Emotional Needs

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

Falconbrook places a high priority on the emotional well-being of our pupils. We recognise that if children are anxious or troubled this will impact on their learning and their behaviour. Our children benefit from:

- A positive behaviour policy which encourages pupils to develop self-help strategies.
- PATHS (Promoting Alternative Thinking Strategies) programme for all year groups.

- Rigorous safeguarding procedures whereby any concerns about a child's well-being are picked up and addressed quickly.

Additional support for children who are experiencing difficulties may include:

- An individual behaviour support plan
- Sessions with the school Emotional and Literacy Support Assistant (ELSA) (especially for life events, social skills development, anger- management, self-esteem)
- Therapeutic support (such as play, art and music therapy)
- Additional pastoral support
- Social skills group

We work with a range of services and professionals who help us to support children as needed:

- Assessment and advice from the **Educational Psychologist** who uses her specialist knowledge of how children learn and behave to advise us on how to help the child in school.
- A referral to [CAMHS](#) (Child and Adolescent Mental Health Service) who may provide intervention: parenting work, family therapy or individual therapy & counselling.
- [Victoria Drive Pupil Referral Unit](#) – outreach workers/etc
- [ADHD Clinic](#)
- Links with [Future Skills](#)

2.8 Sensory and Physical Needs

How do we help children with SENSORY AND/OR PHYSICAL needs?

To meet children's sensory or physical needs we make adjustments that will enable them to fully participate in school life. To do this, we draw on the expertise of health professionals including [Wandsworth Occupational Therapy](#), [Hearing Support](#) and [Vision Support Services](#).

If children are having problems with things such as dressing, attention and listening, focussing in class, handwriting, or co-ordination our first response is to try activities and resources recommended by the Wandsworth Occupational Therapy Service. Children may have:

- Short sessions with a Teaching Assistant (individual or group) to practise a particular skill
- Use of extra equipment such as: a wobble cushion' (to help them sit still), a pencil grip, a fiddle object, sloped writing desk, easy-grip scissors, timers, ear-defenders etc.
- Sessions in our **sensory room**
- Movement breaks
- Our walls are painted in soft, pastel colours to avoid over-stimulation.

If the problems persist, a referral to the Occupational Therapist (OT) can be made. If accepted the child will undergo a detailed assessment and an individual programme will be put in place if needed. This may include:

- A block of therapy with an Occupational Therapist

- A programme of activities designed and monitored by the Occupational Therapist and delivered by a trained Teaching Assistant.

Please see Appendix 2 for Overview of SEND Provision.

2.9 Medical Needs

What will you do if my child has medical needs?

- We ensure that everyone knows the important details by circulating a list of all children with long-term medical needs to all staff including those who run clubs. It states the child's name, date of birth, condition, medication and where the medication is kept in the school. This list is updated when there is a change. It is circulated to all staff including those who run clubs.
- Each child has a care-plan with details of treatment. A copy is kept in the child's classroom and in the school office which is accessible to all staff.
- Appropriately trained staff are designated to administer treatment.
- Our [medical care policy](#) explains procedures in place to keep children with medical needs safe.
- New teachers are taken through the medical needs of the children in their class.
- Staff receive training from the school nurse or other medical professionals.
- Our school nurse keeps a record of children with medical needs and will support parents and staff as needed.

2.10 Special Needs/Disability

How is Falconbrook accessible to children with special needs/disabilities

- We always seek the advice of the healthcare professionals working with a child to know what adjustments that we need to make to enable them to fully participate in lessons, playtimes and school-life.

We plan well ahead with the pupil's needs in mind when arranging a particular school activity. This enables us to assess any risks and barriers and think about what steps we can take to remove these, so that the pupil can take part. If this is not possible, the school should consider arranging a more inclusive alternative activity for all the pupils.

- A Personal Emergency Evacuation Plan will be put in place and regularly practiced and reviewed to ensure that the child is able to exit the school building safely in the event of an emergency.
- Ground floor only accessible by wheelchair and has one wheelchair accessible toilet
- Fire-alarms are fitted with strobes
- When children do formal tests, such as termly NFER tests, the Wandsworth Test and SATS, we make adjustments so that they are not disadvantaged. For example, in a maths test, a child with poor reading skills will have an adult to read the questions to them – in this way the child is able to show their mathematical ability.

- Sometimes we have to be imaginative in how we assess children's learning – if a child does not speak, for example, we might ask them to point at answers.

3. Staff Training

What training do staff have?

Whole-staff SEND related Training

Autism Awareness (90 minute introduction) – postponed from March 2021. To be rescheduled for summer term.

Attachment. Learning and Behaviour (November 2021)

Supporting Children Who Have Speaking Anxiety/Selective Mutism (November 2019)

Read, Write, Inc (phonics) (September 2019)

Medical Needs Procedures (September 18)

Anaphylaxis/epi-pen training (February 2020)

Individual Training

Elkan: Communication Support for Verbal Pupils with Autism Spectrum Disorder (Ms Barros) (2020)

Making Sense of autism: raising Awareness (Ms Tugwell; Ms Mansouri) (2020)

Selective Mutism Awareness and Intervention (Ms Wormald) (December 2020)

Wordaware: (Ms Tugwell) (September 2020)

Wordaware: (Ms Pieniek-Jones, Ms Khan, Ms Flatt, Ms McNeish, Ms Tugwell) (February 2020) Ms McGivern, Ms Steer, Ms Osbourne, Ms Tugwell (March 21)

Occupational Therapy Workshop (2 day) (Ms Barros and Ms Wells) (March 2019)

Attention Autism (Bucket Time) (EYFS Staff) (January 2020)

Sickle-Cell Anaemia Training (September 2020)

Communication

All staff use picture communication software (WIDGET)

Basic MAKATON used in EYFS

Some members of staff are trained in TEACCH

4. SEND Support

How is the SEND support planned, delivered and assessed?

The extra help, which is different to that of the rest of the class, will be planned with the help of the SENCO and any other professionals who were involved in the assessment procedures. The SEN support will usually be recorded in an Individual Education Plan (IEP) and will focus on three or four individual targets that match the child's needs and against which success can be judged. It will state who is delivering the intervention and how. We follow a cycle of 'assess, plan, do, and review.' We meet with parents and professionals involved with the child's learning on a termly basis to review progress and set new targets. The intervention is judged to be successful if the child progresses at the same rate expected of all children or at a rate considered to be good by specialist advisers. SEN support continues until the child's attainment falls within the average range for their age group.

What happens if the child is still struggling despite having had Special Needs Support?

Very occasionally, a child continues to have great difficulties despite targeted Special Needs Support and may need a more intensive level of specialist help that cannot be met from the resources that we normally have. In these circumstances it is necessary to ask Wandsworth for an Education, Health and Care (EHC) needs assessment. This could lead to the child getting an EHC plan.

Please refer to 'Special educational needs and disability: a guide for parents and carers' (DfE August 2014) for more information about SEN procedures and practice in schools (including EHC plans). It can be found on-line at <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers> or you can get a copy from Mrs Tugwell, on request.

How will we support your child when they are starting at this school, moving to another class or another school?

We recognize that transitions can be difficult for children with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining Nursery or Reception

- Home visits are made for all children when they join Nursery or Reception. This enables teaching staff to meet the child and gives them the opportunity to ask parents about any additional needs that they may have. This enables us to make all necessary preparations for your child before they start school.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be in place for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/personal passport to support them in understanding moving on, then one will be made for them. (See Appendix 3 for example of personal passport).

When moving from one class to the next:

- Class teachers meet and talk through every child including useful tips and important information

- SENCO meets with class teachers at the beginning of the year and talks through children's needs (including medical)
- SENCO facilitates setting up of intervention timetables for each class
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. You will be asked to read through it with them at the end of the summer holiday.

Transition to Secondary School

In Year 5

- SENCO supports parents of Year 5 children with an EHCP (and other Yr 5 children with SEN) in researching Secondary Schools - facilitates/joins visits.
- Year 5 EHCP Annual Reviews with Wandsworth EHCP case-worker – EHCPs updated to reflect the child as they are now.

In Year 6:

- The SENCO will discuss the specific needs of your child with the SENCo of the child's receiving secondary school.
- Secondary school SENCOs will be invited to Year 6 Annual Review Meeting for children with an EHCP.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

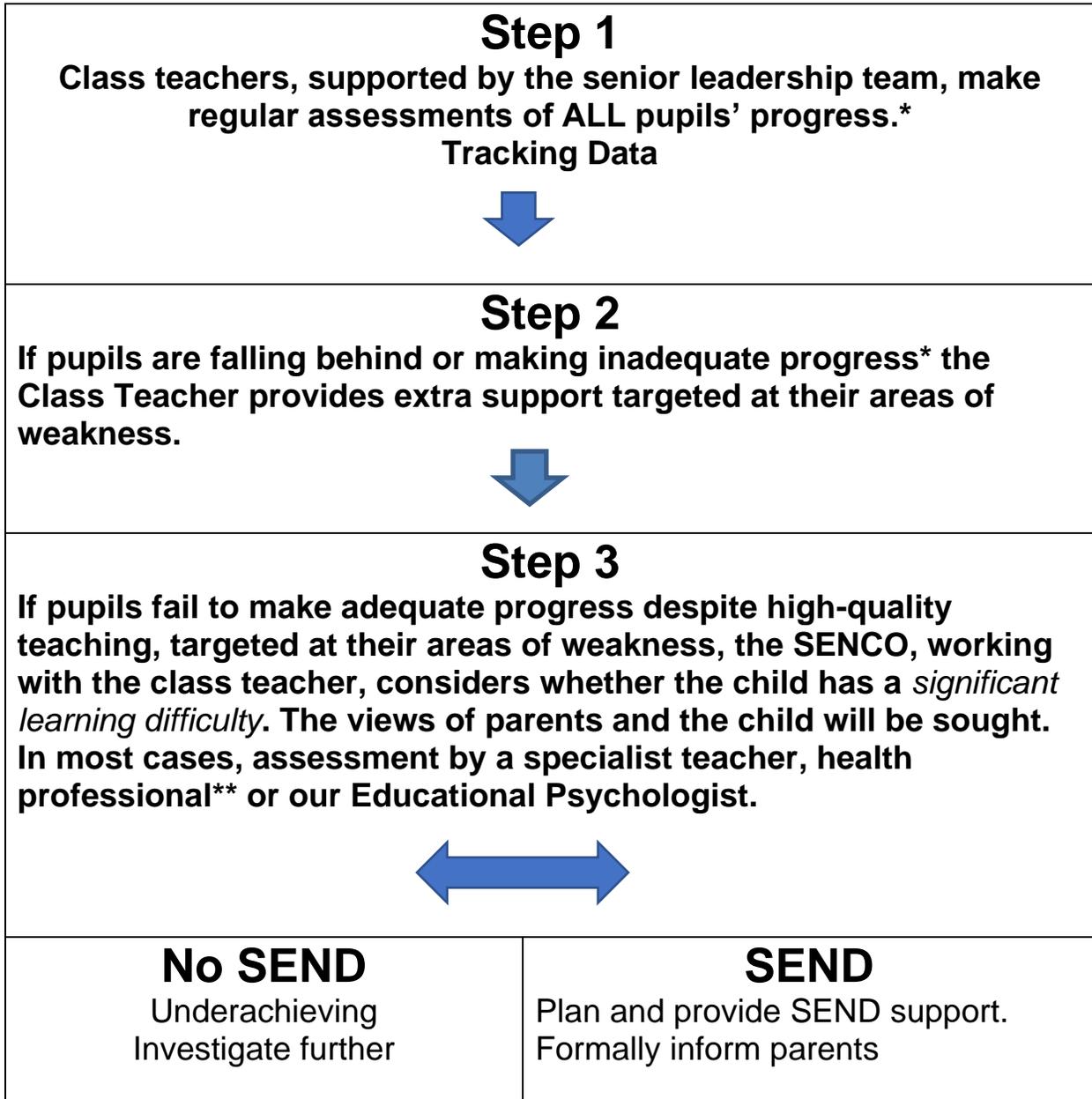
Staff Qualifications relating to SEND:

Ms Tugwell: OCR 7 in assessing and teaching learners with Specific Learning Difficulties (dyslexia)

5. Appendices

Appendix 1 – Overview of SEND Identification Process

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS



*Progress can be in areas other than learning-for instance, if a child needs to make additional progress with wider development or social needs.

** For example: Speech and Language Therapist or Occupational Therapist

Appendix 2 – SEND Provision

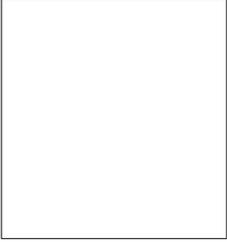
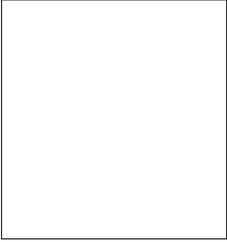
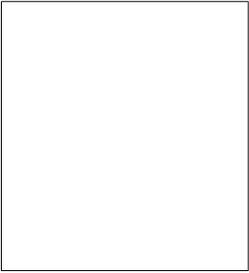
FALCONBROOK PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY PROVISION				
AREA OF NEED	WHOLE SCHOOL STRATEGY	UNIVERSAL (ALL PUPILS)	TARGETTED	SEN SUPPORT
SPEECH, LANGUAGE & COMMUNICATION	<p>Quality First Teaching</p> <p>Visual prompts/resources used routinely</p> <p>Specialist advice and training from:</p> <p>Wandsworth Speech and Language Therapy Service</p> <p>Wandsworth Autism Advisory Service</p> <p>Children's Development Centre</p>	<p>Topic-based curriculum: contextualises, reinforces and practices key vocabulary and concepts</p> <p>Makaton used routinely to enhance communication in Early Years</p> <p>Use of 'knowledge organisers' to support learning</p> <p>Multi-sensory approach to the teaching of vocabulary</p>	<p>Language/communication groups such as:</p> <p>Explore & Talk (EYFS)</p> <p>Teach Talk (KS1)</p> <p>Word Aware (KS2)</p> <p>Lego Therapy (All ages)</p>	<p>Specialist Assessment and individualised programme.</p> <p>Direct support from Speech and Language Therapist and/or Wandsworth Autism Advisory Service</p> <p>Increased adult support in class as needed.</p>
COGNITION AND LEARNING	<p>Quality First Teaching</p> <p>Lessons are pitched to meet the needs of all learners</p> <p>Strategies in place to support SEN children in class</p>	LITERACY		
		<p>Daily literacy lessons</p> <p>Story-telling/Talk for Writing approach to teaching of writing.</p>	<p>Reading, spelling & handwriting & catch-up groups</p> <p>1:1 reading with Reading Volunteer</p> <p>Individual assessment by</p>	<p>Specialist Literacy Teacher – assessment/individual programme (in addition to class-work)</p>

<p>Curriculum progress is tracked for all pupils</p> <p>Ongoing assessment of all children</p> <p>Targets are set effectively for all pupils</p> <p>Additional adults support learners</p> <p>Specialist advice and training from:</p> <p>Wandsworth Literacy & Numeracy Support Service</p> <p>Wandsworth Educational Psychology Service</p> <p>Related Policies:</p> <p>Teaching and Learning Policy Reading, Writing, Maths, Science & Humanities policies Assessment Policy Accessibility Plan SEND Policy</p>	<p>Library</p> <p>E-library</p> <p>Reading Cafe</p>	<p>SENCO (formal & informal) informs targeted interventions</p> <p>Group screening</p> <p><u>Programmes/resources:</u></p> <p>Wordshark online</p> <p>Rapid Reading</p> <p>Blitz Literacy Programme</p> <p>Read Write Inc</p> <p>Dandelion Phonic Reading Programme</p> <p>Games</p> <p>Magnetic letters & boards</p>	<p>Educational Psychologist Assessment and Advice –explores reasons for slow progress/ learning difficulties and offers advice to help the child move forward.</p> <p>Increased adult support in class as needed.</p>
	<p>NUMERACY</p>		
	<p>Daily maths lessons</p> <p>Maths Mastery Approach</p>	<p>‘Keep-up’ interventions before or after lessons</p> <p>Individual assessment by SENCO (informal) informs targeted interventions</p> <p><u>Additional intervention programmes:</u></p> <p>Numicon: Close The Gap</p> <p>Plus One & Power of Two</p>	<p>Specialist Numeracy Teacher – assessment/individual programme of work (in addition to class-work)</p> <p>Educational Psychologist Assessment and Advice –explores reasons for slow progress/ learning difficulties and offers advice to help the child move forward.</p> <p>Increased adult support in class as needed.</p>

<p>SOCIAL, EMOTIONAL AND MENTAL HEALTH</p>	<p>Safeguarding the well-being of all children of paramount importance.</p> <p>Specialist advice and training from:</p> <p>Wandsworth Schools and Community Psychology Services</p> <p>Wandsworth Child & Adolescent Mental Health Service (CAMHS) ADHD Service</p> <p>Related Policies:</p> <p>Behaviour Management policy</p> <p>Anti-bullying policy</p> <p>Child Protection & Safe-guarding policy</p>	<p>PSHE Curriculum: Promoting Alternative Thinking Strategies (PATHS) lessons</p> <p>Circle Time, assemblies, role-play, stories</p> <p>Pastoral support</p>	<p>Emotional Literacy Support Assistant (ELSA)</p> <p>1:1 counselling sessions (trainee psychotherapists)</p> <p>Behaviour Support Plan</p>	<p>Victoria Drive Pupil Referral Unit (PRU) – outreach support in school or off-site at Victoria Drive</p> <p>Future Skills – 1:1 mentoring</p> <p>Educational Psychologist – assessment/advice/work with children in school</p> <p>CAMHS intervention/support</p>
<p>PHYSICAL & SENSORY</p>	<p>Physical education and sport an integral part of the curriculum, valued for the contribution it makes to the holistic development of young people.</p>	<p>PE lessons</p> <p>All classes take part in the ‘daily mile’ to enhance fitness</p> <p>Lunchtime and after-school sports clubs</p>	<p>Group/individual sessions to develop physical skills.</p> <p>Strategies in place to support pupils who have difficulty with focus and attention.</p>	<p>Specialist Assessment by health professional.</p> <p>Individually planned therapies to address needs and enable child to make the most of</p>

	<p>In receipt of Sports Grant</p> <p>Specialist advice and training from:</p> <p>Occupational Therapy Service</p> <p>Physiotherapy Service</p> <p>Developmental Paediatric Team</p> <p>ADHD Service</p>		<p>Aids such as cushions, pencil grips, fiddle-toys as needed.</p> <p>Sensory Room</p>	<p>their abilities and skills.</p>
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Appendix 3 – Personal Passport Example

<p>Appendix 3 – Personal Passport Example</p> <h3>My Passport</h3>  <p>My name is.....</p>	<p>These are my friends</p>  <p>We are saying Goodbye to Year 3 and Hello to Year 4!</p>	<p>In Year 3</p> <p>I liked</p> <p>I didn't like</p> <p>My teacher said</p>
<p>In Year 4</p> <p>You can help me by</p> <p>Then I will feel happy and work well.</p>	<p>This is my new classroom</p> <p>This is where I will hang up my coat</p>	<p>This is where I will play in the playground</p> <p>And this is where I will eat my lunch</p>
<p>These are the toilets I will use in Year 4</p>	<p>Here is my new teacher</p> <p>-----</p> <p>These are other adults who can help me in the classroom.</p>	<p>After the summer holiday I will see all my friends and all the teachers at school.</p> <p>I am looking forward to</p>  <p>I am excited!</p>

Appendix 4 – Meet the Team

Meet Falconbrook’s Educational Psychologist (EP)



Dr Jenny Twells

Who I am...

I am an Educational Psychologist working within the Schools and Community Psychology Service (SCPS).

SCPS is a team of Psychologists, Trainee Psychologists and Primary Mental Health Workers (PMHWs) that are part of Wandsworth Council. We are a key service contributing to work that aims to improve educational, social and mental health outcomes for children and young people living and being educated in Wandsworth.

What we do...

We use our knowledge of psychology to analyse and help make sense of the real-world situations and complex problems affecting the lives of children and young people and those who live and work with them.

In Falconbrook Primary School this involves working with, Sheila Tugwell, the School SENCo, to arrange: consultation with parents, school staff and others; observation; individual assessment including exploring young person views; group interventions; parent “drop in/surgeries” and coffee mornings; training/teacher supervision; and report writing.

Other available services

We also acknowledge that it has been a particularly difficult year for many children and families as a result of the Covid-19 pandemic and therefore wanted to share the following agencies/services which we have found to have some particularly helpful resources:

- ▶ Thrive Wandsworth- Local Offer Information and Coronavirus Support and Advice
- ▶ Wandsworth Autism Advisory Service (WAAS)
- ▶ Child and Adolescent Mental Health Services (CAMHS)- coronavirus resources
- ▶ NSPPC- Coronavirus (COVID-19) advice and support for parents and carers
- ▶ Young Minds- Supporting your child during the coronavirus pandemic
- ▶ Anna Freud- Coronavirus support
- ▶ Talk Wandsworth- <https://www.talkwandsworth.nhs.uk>