



Learning Together, Achieving Forever

## Special Educational Needs Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEND Information Report Regulations (2014)  
(See [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEND Information Report)
- Statutory Guidance on supporting children at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- State how this policy was created by the school's SENCo with the SEND Governor in liaison with the SLT, all staff and parents of children with SEND - refer to co-producing policy in the spirit of current reform.

The School's SENCo is – Miss C Khan  
The School's VI Manager is Mrs R Fox

Great Binfields Primary School  
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Miss Khan has achieved the National Award for SEND –Accreditation at Winchester University.

What does “Special Education Needs and Disabilities” mean?

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- has a significantly greater difficulty in learning than the majority of others of the same age, or*

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

**Special Educational Needs and Disability Code of Practice: 0 to 25 years, p.15-16, January 2015**

### **Contents:**

1. Mission Statement
2. Aims and objectives
3. Roles and responsibilities
4. Arrangements for coordinating SEND provision
5. Admission arrangements
6. Specialist SEND provision
7. Accessibility for children with SEND
8. Identification of child’s needs
9. SEND through the curriculum, information and support
10. Supporting children through transition in their education
11. Inclusion of children with SEND
12. Evaluating the success of provision
13. Complaints procedure
14. In service training (CPD)
15. Links to support services
16. Working in partnership with parents
17. Links with other agencies and voluntary organisations

Appendix A – The Graduated Approach

Appendix B – Contact details of support services for parents of children with SEND

## 1. Mission statement

### 'Learning Together, Achieving Forever'

At Great Binfields Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

**Every teacher is a teacher of every child.** Therefore, we have high expectations and set challenges for our children but we aim to remove barriers to learning and participation so that the children at Great Binfields achieve and make sustained progress.

## 2. Aims and objectives

### Aims:

Our SEND policy and information report aims to:

### Objectives:

**Staff members seek to identify the needs of children with SEND as early as possible.**

- ❖ This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.

**Monitor the progress of all children in order to aid the identification of children with SEND.**

- ❖ Continuous monitoring of those children with SEND by their teachers will help to ensure that they are able to reach their full potential.

**Make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the National Curriculum.**

- ❖ This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all children's needs are catered for.

### Work with parents:

- ❖ To gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

### Work with and in support of outside agencies:

- ❖ When the child's needs cannot be met by the school alone. Some of these services include; Educational Psychology Service, Speech and Language Therapy, Physiotherapy, Occupational Health, Primary Behaviour Service and

working with the School Nurse allocated to us and Children and Adult Mental Health Service (CAMHS).

### **Create a school environment where child can contribute to their own learning.**

- ❖ This means encouraging relationships with adults in school where children feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all children at regular intervals. Child participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

### **3. Roles and responsibilities**

The person responsible for overseeing the provision for children with SEND is the Headteacher

The person co-ordinating the day to day provision of education for children with SEND is the SENCo.

The SEND support and challenge the school to ensure that all learners are treated equally and given opportunities for them to succeed at their pace, level and need.

#### **3.1 SENCo:**

The SENCo will:

- ❖ Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- ❖ Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHCP plans.
- ❖ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching.
- ❖ Advise on the graduated approach to providing SEND support (Appendix 1)
- ❖ Advise on the deployment of the school's delegated budget and other resources to meet all SEND children's needs effectively.
- ❖ Be the point of contact for external agencies, especially the local authority and its support services
- ❖ Liaise with previous and potential future providers of education to ensure individual children and their parents are informed about options and a smooth transition is planned
- ❖ Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ❖ Ensure the school keeps accurate records of all children with SEND and these are regularly monitored and reviewed.

#### **3.2 The SEND Governors**

The SEND Governors will:

- ❖ Help to raise awareness of SEND issues at Governing Body meetings.
- ❖ Monitor the quality and effectiveness of SEND provision within the school and update the Governing Body on this through learning walks, monitoring visits, termly meetings and yearly SEND Governor Report.
- ❖ Work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school.

### 3.3 The Headteacher

The Headteacher will:

- ❖ Work with the SENCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- ❖ Have overall responsibility for the provision and progress of learners with SEND children within the school.

### 3.4 Class teachers

Each class teacher is responsible for:

- ❖ The progress and development of **every** child in their class.
- ❖ Working closely with any LSAs or specialist staff to plan and assess the impact of support through timely interventions, where applicable, to link to classroom teaching.
- ❖ Working with the SENCo to review each SEND child's progress and development, and to jointly decide on any changes to provision that might be beneficial for the child in meeting their specific needs.
- ❖ Attending regular training hosted by the SENCo or external agencies for the benefit of the children at Great Binfields.

## 4. Arrangements for Coordinating SEND provision

The SENCo will hold details of all SEND records for individual children.

**All staff can access:**

- ❖ The Great Binfields Primary School SEND Policy;
- ❖ A copy of the full SEND Register.
- ❖ Guidance on identification of SEND in the Code of Practice
- ❖ Information on individual child's special educational needs, including child profiles, targets set and copies of their provision map.
- ❖ Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- ❖ Information available through Hampshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all children with special needs and their requirements which will enable them to provide for the individual needs of all children.

This policy is made accessible to all staff and parents/cares in order to aid the effective coordination of the school's SEND provision.

## 5. Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with education, Health and Care Plans (EHCPs) and those without. For more information on our admissions arrangements follow this link:

<https://www.greatbinfields.co.uk/admissions-and-starting-at-our-school/>

## 6. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs and disabilities (SENDs). We will seek specialist SEND provision and training from SEND services where necessary. We are an accessible school with a Resource Provision for children with Vision Impairment (VI)

on site. Please visit this link for more information.

<https://www.greatbinfields.co.uk/vision-impaired-vi-resource-provision/>

## **7. Accessibility for children with SEND**

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

## **8. Identification of a child's needs**

**Identification** See definition of Special Educational Needs at start of policy.

### **A graduated approach:**

#### **Ordinarily Available Provision (OAP)**

- ❖ Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- ❖ Once a child has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- ❖ The child's class teacher will take steps to provide differentiated learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- ❖ The SENCo will be consulted as needed for support and advice and may wish to observe the child in class.
- ❖ Through (b) and (d) it can be determined which level of provision the child will need going forward.
- ❖ If a child has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary and will be placed on the school's watch list.
- ❖ Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- ❖ The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.
- ❖ Parent's evenings are used to monitor and assess the progress being made by children.

## **9. SEND through the Curriculum , Information and Support:**

Where it is determined that a child does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of

those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child.

### **Provision Maps:**

Children identified as needing SEND support will have a provision map, which highlights their area/s of need and all of the adjustments that are being made to support that child. Within their provision map, children may also have specific targets to work on. Additionally each child will be involved by completing a 'Child Passport' at the point of identification of their needs, and then at the beginning and end of each academic year. As part of this passport, children will be encouraged to consider their strengths and areas that they would like to improve on.

Class Teachers and LSAs have regular liaison about the progress each individual child is making within these sessions in order to ensure they are focused and specific to each child's needs and modified where targets are being achieved.

During intervention sessions, children will be involved in assessing their own progress against their targets. The child will make their own comments on their learning too. Progress within the identified area/s of intervention will form the basis of provision map reviews.

### **Referral for an Education, Health and Care Plan Needs Assessment (EHCPNa)**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- Educational Psychologist
- Primary Behaviour Support

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. The following link explains how an EHCP evolves:

<http://documents.hants.gov.uk/childrens-services/SE7SENDEHCPbusinessprocessmapversion5forTRIALat28June2013.pdf>

The Hampshire SEND website contains all of the information that both parents and professionals may need:

<http://www3.hants.gov.uk/sen-home>.

### **Education, Health and Care Plans [EHC Plan]**

Following Statutory Assessment, an EHC Plan will be provided by Hampshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The

annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **The Transition Partnership Agreement (T.P.A.)**

The Transition Partnership Agreement (TPA) replaces the Inclusion Partnership Agreement (IPA). The IPA was developed over 10 years ago and in light of an increasing emphasis on person-centred approaches, it has now been reviewed, significantly revised and renamed. The review involved parents, including representatives from Hampshire Parent Carer Network, SENCo and Area Inclusion Coordinators (Area Inco's), home school link workers, specialist teacher advisors, and educational psychologists.

The agreement is a collaborative and inclusive process which has positive contributions from all interested parties to achieve a sharing and an understanding about a child's needs and the arrangements required to respond to those needs.

The agreement is especially useful during transition, for example between KS1 to KS2 and from KS2 to KS3. The agreement is not legally binding, but it has the advantages of having a greater involvement of interested parties, for example for transition to Year 7. The Year 7 tutor, Secondary SENCo, the E.P. from both the Secondary and the Junior School may be invited to attend a meeting together with parents, the child, the present class teacher and other appropriate professional parties for example the Behaviour Support Team Worker.

### **Access to the curriculum, information and associated services**

Children with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate children with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all children including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt children would benefit from this provision. We set appropriate individual targets that motivate children to do their best, and celebrating achievements at all levels.

### **Adaptations to the curriculum and learning environment**

Children are entitled to participate in all areas of the curriculum and it is the class teacher's role to differentiate resources and activities to ensure the child can access the learning. We make the following adaptations to ensure all children's' needs are met:

- ❖ Differentiating our curriculum to ensure all children are able to access it, for example, by grouping together children at similar levels of learning, 1:1 work, adapting teaching style, content of the lesson, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- ❖ Adapting our resources and staffing according to needs.
- ❖ Using recommended learning aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

## **10. Supporting children through transition in their education**

We will share relevant safeguarding and SEND information with the new school or other setting the child is moving to when they arrive and are on-roll at their new school.

### **Pre-school/Nursery to EYFS**

For all children moving from Pre-school or Nursery into EYFS:

- ❖ Members of the EYFS team liaise and visit feeder nurseries and pre-schools to gather key information about all children being transferred to Great Binfields Primary School.
- ❖ Where appropriate, a member of the EYFS team and the SENCo will attend individual transition meetings for children with SEND.

### **Key Stage 2 (year 6 to year 7)**

For all children moving from Year 6 to Year 7:

Every child's school file is passed on to the new secondary school at the end of Year 6.

The school works in partnership with our feeder secondary school through the Costello Cluster Group. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

For children with more specific needs, it may be necessary for a Transition Partnership Agreement (TPA) meeting to be arranged involving the parents, current Year 6 class teacher, SENCo and the receiving school. These meetings will ensure that all relevant information is passed on and any additional transition arrangements can be made.

### **Moving to another school in- year**

We make contact with the new school to ensure the transfer of information and the child's school file have been received through secure signed for Royal Mail posting.

## **11. Inclusion of children with SEND**

The Headteacher, Deputy Headteacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all children. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual children, from external support services through the Early Help Hub and Safeguarding meetings at the Costello College.

Advice will be sought from the Hub from the Locality Team for children who have behavioural concerns, Family Issues or for those children who are on the Child Protection Plan (CP) register, or accessing involvement through their agencies.

## **12. Evaluating the Success of Provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, Parents/Carers and children throughout the year. This is done in the form of an annual parent and child questionnaire, discussion and through progress meetings with parents.

Child progress will be monitored on a termly basis in line with the SEND Code of Practice (2015). SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCo. These reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

### **13. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher Deputy Headteacher or SENCo, who will be able to advise on formal procedures for complaint.

### **14. In-service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND. The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the Leadership Team, that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **Expertise and training of staff**

The SENCo at Great Binfields Primary School is fully qualified and accredited.

We have a two Emotional Literacy Support Assistants (ELSAs) who has been trained by and receive regular supervision support from Hampshire and Isle of Wight Educational Psychology Service (HIEPS).

We have a skilled team of Learning Support Assistants (LSA's) and higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Training in supporting SEND is a feature of the on-going rolling programme of professional development for all our staff, throughout the school year which forms part of the continuing professional development of all teachers and LSAs. This is organised in accordance with the needs of the children on roll at the present time.

Our team of LSAs have varied and extensive experience and training in planning, delivering and assessing intervention programmes. All staff are trained each year on the needs of new children joining the school – this can include training from specialist agencies or consultants, as well as from the SENCo or other staff with relevant expertise.

The school works closely with other local schools, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.

### **15. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND children and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a child. This will then be brought to the attention of the SENCo who will then inform the child's parents.

### **16. Working in Partnerships with Parents**

Great Binfields Primary School believes that a close working relationship with parents is vital in order to ensure

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual child's needs. The SENCo may also signpost parents of children with SEND to the local authority Support for SEND service where specific advice, guidance and support may be required. If an assessment or referral indicates that a child has additional learning needs the parents and the child will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Support for SEND can be found here:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>

The school's SEND Governor can be contacted, through the school, in relation to SEND matters.

### **17. Links with other agencies and voluntary organisations**

Great Binfields Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Hampshire Education Psychology Service
- Behaviour Support Service
- Social Services (CAF leader also liaises)
- Speech and Language Service (Class teacher also liaises)
- Physio and Occupational Therapy Service
- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

**Signed** \_\_\_\_\_  
Nicki Lyddon (**Headteacher**)

Date October 2025

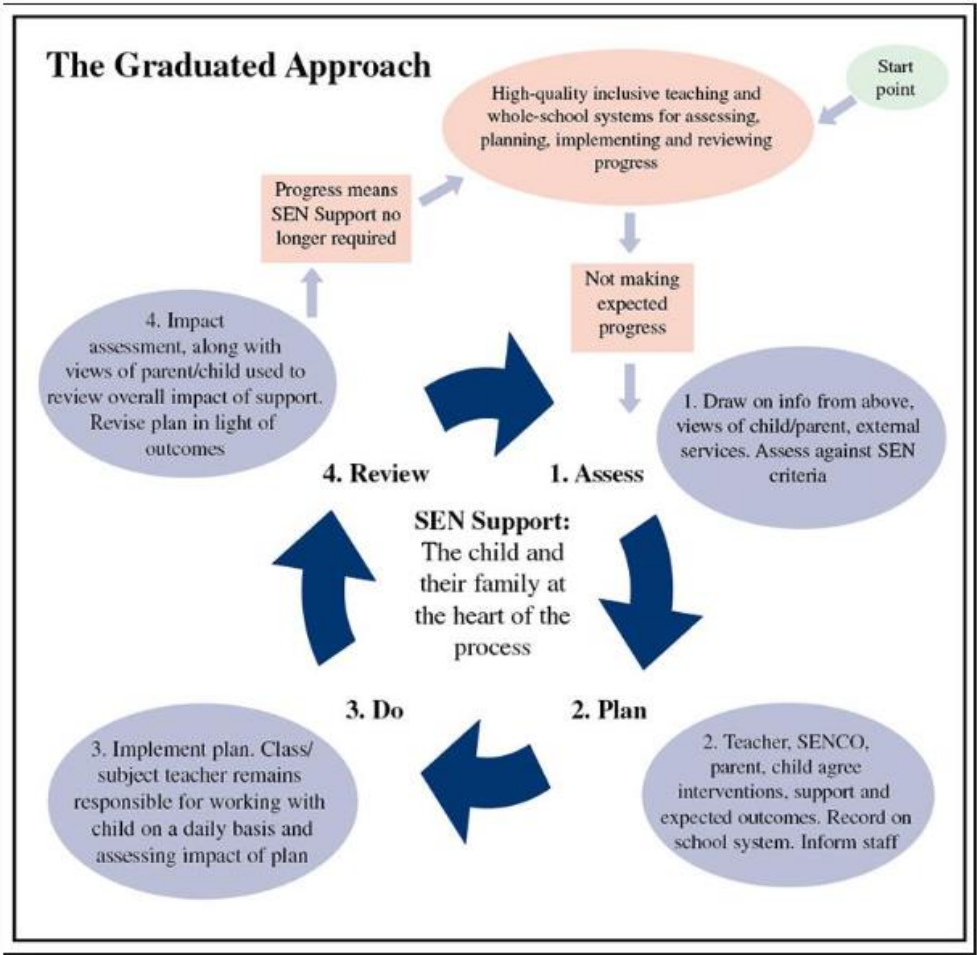
Signed Cheryl Khan  
Cheryl Khan (SENCo) Date October 2025

Signed \_\_\_\_\_  
(SEND Governor)

Date October 2025

This policy will be reviewed annually.

### Appendix A



### Appendix B

#### Contact details of support services for parents of children with SEND

The school liaises with and can refer parents to the following agencies for information and support:

Support4SEND offering independent, free advice for parents of children with SEND:  
<http://www3.hants.gov.uk/support4send>

IPSEA (Independent Parental Special Education Advice): [www.ipsea.org.uk](http://www.ipsea.org.uk)

The National Autistic Society Hampshire Branch: <http://www.shantsnas.org.uk/>

Hampshire Dyslexia: <http://hantsda.org.uk/>

Parent Voice: <http://www3.hants.gov.uk/parentvoice>

Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area: <http://www3.hants.gov.uk/gatewaycard>

Hampshire Inspectorate and Advisory Service Communication and Language team: <http://www3.hants.gov.uk/childrens-services/specialneeds/teacher-advisers/communication-and-language.htm>

Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff: <http://www3.hants.gov.uk/servicesforschools/education-psychology.htm>

Speech and Language Therapy service: [http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-and-language-therapy-\(paediatric\).aspx](http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-and-language-therapy-(paediatric).aspx)

Hampshire Ethnic Minority and Travellers Advisory Service: <http://www3.hants.gov.uk/education/emtas.htm>

School nurse team: <http://www.hampshirehospitals.nhs.uk/schoolnursing>

Basingstoke Young Carers: <https://www.basingstokeyoungcarers.org.uk/>

Winston's Wish, a national charity supporting families that have been bereaved: <http://www.winstonswish.org.uk/>

Simon Says, a local charity supporting families that have been bereaved: <http://www.simonsays.org.uk/>

SONUS, Hampshire Deaf Association: <http://www.sonus.org.uk/>

NDCS, National Deaf Children's Society: <http://www.ndcs.org.uk/>

CAMHS, Child and Adolescent Mental Health Service: <http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm>

County SEN Team: <http://www3.hants.gov.uk/sen-home>

The local authority local offer  
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>