



Together we shine

TEMPLE Grafton

C of E Primary School

SEND Information Report

Reviewed: December 2025 Next Review: January 2027

Introduction

Temple Grafton Church of England Primary School is a fully inclusive school, committed to ensuring that all pupils achieve their personal, social, emotional and academic potential across all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational need.

We are a co-educational, Church of England primary school situated in the rural village of Temple Grafton, with 111 children on roll.



Our school information report is designed to inform parents and carers about the provision we put in place to make sure that our children with special educational needs and/or disabilities (SEND) are supported so that they can access all aspects of school life. This report forms part of the Warwickshire Local Offer, which provides an extensive range of information about specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. You can access Warwickshire's Local Offer on line at www.warwickshire.gov.uk/send where you can also find further advice, information and guidance on SEND.

The Temple Grafton C of E SEND Policy contains further information on the provision at our school and can be found in the [policies section](#) of our school website

School Staff & Contact information

We work together as a whole school community to provide all our children with the very best education and life experience possible. We advocate strongly that every pupil of Temple Grafton school has the right to equality of provision and access to all that the school has to offer. Through quality first teaching, we set aspirational expectations for all our children; this commitment applies equally to our children SEND.

There exists range of expertise and talents throughout the whole school staff, greatly benefitting our children as they move through the school. Together we work hard to achieve success and we are committed to the development of every child, in partnership with parents, carers and the community.

If your child has Special Educational Needs and/or a disability and you would like to know more about our provision please contact the school office on 01789 772384 alternatively via email admin3066@welearn365.com.



SENDCo - Natalie Pellet-Ward pellet-ward.n@welearn365.com

At Temple Grafton, we are committed to ensuring that all our children receive the best possible education and that they have the opportunity to flourish in all aspects of school life. As SENDCo, my role is to work closely with our teachers, parents and school governors to monitor and evaluate the support we provide for children with special educational needs and/or disabilities and the impact that the support has on their progress. This ensures that all our children receive a consistent, high quality response to their needs and that parents and carers, are active partners in their child's learning.

Headteacher, Mental Health Lead & Thrive Practitioner – Tara Yorke

yorke.t@welearn365.com

My name is Tara Yorke; I began teaching in 1994 and I had been a class teacher at Temple Grafton Primary School since 2006 and I became Headteacher in September 2023. As members of staff we all have a pastoral role taking care of our pupils. In addition, as a qualified Thrive practitioner I am able to offer tailored interventions to children identified as requiring social and emotional support. As well as working with the children, the Thrive Approach has been embraced by adults across the whole school and teachers have integrated and implemented group action plans within their classes. I am also a qualified Mental Health Lead and mental health first aider and our school has adopted the NHS Mental Health Trailblazer initiative.



SEN governor – Vanisha Craig

I am a mum to two young boys and I feel passionately that all children receive a well-rounded education. I believe that promoting physical and emotional well-being is very important, ensuring that they feel safe and supported. As the SEN governor, I meet regularly with the SENDCo to evaluate and monitor the support we provide for our children with special educational needs. Temple Grafton School is proactive in ensuring that children with additional needs are identified early so that they are given the full support from our teachers. In addition, I liaise regularly with the governing body to oversee and support SEND provision within the curriculum, so that each child is able to reach their full potential.



As a parent of two children at Temple Grafton School and a proud resident of the local area, I bring both personal and professional dedication to supporting children with SEND. My own experience with dyslexia, diagnosed at the age of 15 after years of challenges, has given me a deep understanding of the obstacles some children face in education. It has also shown me that with the right support, these challenges can be overcome. Despite my dyslexia, I went on to complete English A-Level, a Humanities BA degree, and a Master's in Communication, demonstrating that SEN does not limit a child's potential to achieve their dreams.

As a member of the governing body and SEND Link Governor for four years, I completed a Level 3 qualification in the Principles of Special Educational Needs to enhance my knowledge and better serve the school. I am passionate about Temple Grafton's inclusive approach to SEND, which prioritizes early identification and tailored support, ensuring every child thrives. I value working collaboratively with children, teachers, governors, and the wider community to create a positive and nurturing environment where all children can succeed and feel supported throughout their educational journey.

Chair of Governors – Claire Drake



The kinds of Special Educational Needs for which provision is made in our school

A child has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for special education provision to be made for them or if they have a disability which has a long-term, and substantial adverse impact on their ability to carry out normal day-to-day activities.

We currently provide a wide array of additional and differentiated provision within our school to support children with a range of needs, including:

- **Cognition and Learning** - when children and young people learn at a slower pace than their peers, despite appropriate differentiation. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), and Specific Learning Difficulties (SpLD) which may affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Sensory, Medical and Physical** - whereby children may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These challenges can be related to their stage of development, may fluctuate over time and include the following conditions: dyspraxia, dyslexia, epilepsy, diabetes.
- **Communication and Interaction**- children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty with their pronunciation, articulating their thoughts and needs, understanding what is being said to them or comprehending social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Social, Emotional and Mental Health (SEMH)** - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression or physical symptoms that are medically unexplained. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder (AD).

Accessibility

We currently have the following facilities on site and are happy to discuss individual access requirements and adaptations. At present we have:

- Split-level building accessed by steps and with lift access to upper/lower floor when necessary.
- Toilet adapted for disabled users
- A small dedicated nurture/Thrive room (The Rainbow Room)

For more information, please refer to our [accessibility plan](#).

Assessment & Identification of SEND

What are our policies for identifying children with SEN and assessing their needs?

It is our priority that children with SEND are identified at the earliest opportunity. We know that this will significantly improve the learning and life opportunities for our children.

To support this priority, teachers at Temple Grafton carefully monitor the progress of all the children that they teach. This informal monitoring takes place on a daily basis as part of the ongoing teaching and learning that happens in the classroom and will be informed by the observations of both class teachers and class support staff.

Formal pupil progress meetings, from which we track and identify children who are not meeting expected national progress criteria, take place termly and include the class teacher, members of the senior leadership team (SLT) and the school governor with responsibility for teaching and learning.

Children may be identified as making less than expected progress because their rate of progress may be significantly slower than that of their peers or they may enter a period wherein their rate of progress has dipped from their norm. So that these 'gaps' in attainment and progress are not allowed to widen, strategies and intervention opportunities will be identified, aiming to eliminate the gap and support improved progress. Once the plan for support has been shared with parents and consent agreed, the intervention will be implemented and then reviewed half-termly.

Our cycle of additional support is evaluated informally at the point of teaching whereby the qualified TA will provide immediate feedback to the class teacher – who has planned and set the intervention – and formally on a half-termly cycle. At the end of each cycle, class teachers update their intervention records and this with this information, the SENDCo and class teacher will make a decision about the next steps for each child.

Should the rate of progress following the additional support continue to raise a concern, the parents, SENDCo and class teacher will meet to agree the next steps to be taken. This may include accessing support from external services such as the NHS Speech and Language Team (SALT) or the Warwickshire Specialist Teaching Service (STS).

Our children who have been identified as having a need that requires specialist intervention or a higher level of support will be placed on our Register of Special Educational Needs (SEN Register) and will have a personalised learning plan, created by their class teacher, detailing their strengths as well as their particular needs; their personal views on their learning; any appropriate resources they will use in support of their progress, and SMART targets that they will be working towards.

For further information please refer to our SEND policy which is available on our website at:

<https://www.tgschool.co.uk/page/?title=SEND+Policy&pid=25>

Statutory assessment – Education and Health Care Plans (EHCP)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered.

The EHC Plan incorporates information about the child from birth. All parties, including health and other agencies involved with the child, contribute to this plan. The decision to request a Statutory Assessment is made via ongoing consultation with parents/carers, the child, and external support services. The request is made to Warwickshire Local Authority. The process is defined by a specific timescale and statutory procedures.

Please see the Warwickshire website for further information about EHCP and the process

<https://www.warwickshire.gov.uk/requestehcassessment>.

Provision

Each class teacher plans lessons taking into account the specific needs and preferences of all children in their class in order to ensure that their needs are met through quality first teaching. Such adaptations can be seen in a number of ways:

- Children may be taught through: small group work, peer collaboration and one-to-one working with teachers or support staff.
- The content of the lesson may include a range of activities suited to different learning styles and stages.
- Whilst maintaining high expectations for all our children, room for differentiation by outcome ensures children with gaps or special needs are not facing undue pressure but rather are set challenging but achievable targets that will allow them to progress at their pace.
- Where appropriate, alternative recording methods including the use of a scribe, ICT, mind-mapping & photographic evidence may be used to support learning outcomes.
- Where necessary, children with SEND (or those who may require specific intervention, in the short term, to overcome a gap relating to a particular concept) are supported in class using pre-teach and post-teach strategies as well as one-to-one focus time during lessons.
- Should the class teacher, in discussion with the teaching team and SENDCo, assess that a higher level of support is called for, children can access interventions to address gaps in learning that fall outside of the universal provision of their current year group curriculum, working alongside trained staff using evidenced-based materials and resources



What expertise and training do our staff have to support children with SEND?

All of our teachers are fully qualified and undertake Continuing Professional Development (CPD) to update their skills and maintain their capacity for delivering the best possible education to all children at Temple Grafton Church of England Primary School. Likewise, all our teaching assistants will also benefit from these CPD opportunities, attending some sessions alongside their class teacher.

Training has included Team Teach, Autism training, Thrive, Numicon and professional development in line with the new Code of Practice. Teachers, and teaching assistants under the guidance of teachers, implement additional support for children, including those with SEND.

Within Temple Grafton school we also have access to a range of external providers who will deliver advice, training and support in areas of specialist need.

Examples of intervention and additional support sessions available to children with SEND:

- Occupational Therapy - to support fine and gross motor development
- MOVES programme - for children with coordination issues (like jumping, animal walks) delivered in schools
- ICT skills – using both iPads and laptops to encourage resourcefulness and life-long skills
- NESSY – an online, game-based program designed to improve literacy skills in children ages 6–11, with a special focus on those with dyslexia
- Play Therapy – a therapeutic play resource that supports our children with emotional literacy, behaviour or mental health challenges
- Talk therapy - helps to manage problems by changing unhelpful thinking patterns and behaviours, focusing on current issues rather than the past
- One-to-one, confidential mentoring for children to help alleviate stress, build resilience and explore challenges they may be facing
- Thrive – providing practical strategies and techniques to support optimal social and emotional development around a child's particular needs

- EPATT - a comprehensive assessment and monitoring tool for reading, spelling and maths.

Resources to support children with SEND

Our close working relationship with external support services leads to excellent advice and strategies to support children with SEND. We act upon advice received and will implement resources and strategies as required.

This may include:

- most advantageous positioning of hearing impaired or visually impaired children within the classroom and use of aids as recommended
- use of laptops and iPads for children with recording needs as well as a range of pencil grips, stationery and writing slopes.
- use of coloured overlays and exercise books for children with specific learning difficulties.
- access to Therabands, movement breaks, wobble cushions, fiddle resources, optimal seating, workstations and specified safe places for children with sensory difficulties.

Inclusive Practice

At Temple Grafton we firmly believe that we are all teachers of SEND. As such, we endeavour to ensure that all our classrooms are communication friendly, therefore supporting all children, all of the time: we aim to provide an inclusive environment for the many and not just the few. This commitment to inclusivity and aspiration for all is supported by, for example, the use of visual timetables, labelled resource areas, tinted whiteboard screens, dyslexia-friendly pen colours and topical word-walls and mats. Children have access to concrete apparatus such as Dienes' and Numicon to help support their maths learning, as well as number lines and 100 squares. When recording work, children can use various scaffolds such as planning and writing frames and the aforementioned word walls and mats as well as i-Pads.

This year we are taking part in the **PINS** Project (Partnerships for Inclusion of Neurodiversity in Schools). A new, national project which will develop multi-agency collaboration and strengthening of parent carer and school partnerships in mainstream education settings, focusing on supporting neurodiverse pupils.

The PINS project will bring health and education specialists and expert parent carers into mainstream primary settings to:

- Help shape whole school SEND provision.
- Provide early interventions at a whole school level.
- Upskill school staff.
- Support strengthening of partnerships between schools and parent carers.

We are lucky to be working collaboratively with Warwickshire Parent Carer Voice



Residentials

All children in Years 3/4 and 5/6 have the opportunity to take part in exciting residential trips.

In Class 3 (Years 3 & 4) the children have the opportunity to take part in Class Campout where they spend a night camping on the school site and are engaged in outdoor activities and challenges.





In Class 4 (Years 5 & 6), all children have the opportunity to spend two nights at an Outdoor Adventure centre in the UK where they will encounter a range of outdoor challenges to inspire a sense of achievement and a willingness to try new activities and experiences.

Staff escorting children on these experiences are highly knowledgeable and experienced in supporting children away from home. These trips provide opportunities for all our pupils to grow in confidence, building their resilience and independence whilst creating lasting memories alongside their peers.

Social, Emotional and Mental Well-being



At Temple Grafton we are committed to the social, emotional and mental well-being of all our children; we work together with our children and families to help create the foundations for positive self-image, healthy behaviour and academic fulfilment.

All our class teachers, teaching assistants and supervisory staff receive in-house professional development on an annual basis to underline the value of nurture and highlight strategies to best support all our children. All our staff have received Thrive training.

Thrive is an approach that recognises children can be emotionally de-railed at various time in their lives, either temporarily or for longer periods. Thrive helps us to understand the needs being signalled by their behaviours and then provides us with targeted strategies and activities to help children to re-engage.



We are proud to have three dedicated members of staff – Mrs Yorke, Mr Boothroyd and Ms Lovegrove - who are trained Thrive Practitioners. They lead staff and work with children in support of their social, emotional and mental health needs.

Support sessions delivered by Tara may be 1:1 or small group and include:

- Yoga and relaxation strategies
- Life skills
- Mindfulness
- Social skills
- Play therapy



Activities and clubs available

We provide a non-profit making, term-time, wraparound care service for all families of Temple Grafton C of E Primary School offering both breakfast and after-school provision at a reasonable cost.

Our school choir is open to all children in KS2. They congregate for practice at lunchtimes and perform at a number of public events throughout the school year.

Access to our range of privately-run after-school clubs is open to all children of Temple Grafton school:



- Black Box (drama)
- Be-Arty
- SJ Academy (dance)
- FIT4KIDS (football)



Private music lessons are also available during the school day and include: guitar, keyboard and singing.



A collaborative approach to learning

At our school, and in line with the Code of Practice, 2015, parents are partners in their child's education; we see this as vital if our children are to thrive emotionally, socially and academically.

At Temple Grafton C of E Primary School we believe that all children have the right to be involved in choices about their learning and in the decisions that are made about their school and the educational experience they will have during their time here. Pupil Voice is a staple of developing independent, resilient learners who can move through life with confidence, the capacity to cope and the will to contribute positively in society.

All our children, including those with SEND, have opportunities for their voice to be heard through not only our pupil interviews, but also their peer-elected, school council. In addition, their skills are recognised and developed through managerial roles and the captaincy of sports' teams.

Whilst a child remains on the SEND support register, parents are encouraged to be actively involved in reviewing their child's progress. Termly review meetings are arranged for this purpose. The meetings are an excellent way to review each child's progress, celebrate their effort and plan next steps in their education. Parents, teaching staff, support staff and external support services are invited to reviews. Teaching staff, in collaboration with the child, will discuss progress towards SMART targets, plan next steps and create a personalised My Plan.

Parents' evenings are held each term where all teaching staff are available to discuss a child's progress with their parent's/carers.

At Temple Grafton we operate an 'open-door' policy whereby parents are able to meet with their class teacher to address any concern they may be having regarding their child, no matter how seemingly small it may be. Where parents are unable to avail of this ease of access at morning and afternoon drop-off and collection time, we encourage direct e-mail contact with teachers.

Transition

Transition between settings and classes can create anxiety for many children and not just those with SEND. At Temple Grafton we place high importance on supporting any and all of our children who may find these steps challenging so that they are in the best position possible to feel relaxed in their new environment and able to enjoy the social and academic opportunities found in school.

Transition to our school

It is our practice at Temple Grafton to consult with a child's previous settings so that we are fully aware of their needs before they join us so that we can best prepare for their transition.

We have an ongoing consultation with teaching staff, support staff and other lead professionals so as to be able to provide the best possible academic, medical and social support for each child.

Transition meetings are arranged as necessary with previous setting, parents/carers and external support services. We will work in close liaison with the current setting to create transition books and resources as well as additional transition sessions if necessary.

All children entering our school from nursery will take part in transition afternoons with the Reception Class Teacher and Teaching Assistant. This allows them to familiarise themselves with their new classroom and develop relationships with the adults they will be working alongside. The Reception Class Teacher will also visit the pre-school setting, where possible, to meet with the child's key worker to discuss them further.

Secondary transition

When the time comes for children with SEND to move on to the next phase of education, we consult with parents/carers and the children themselves to facilitate a successful transition and manage any underlying anxieties or tensions.

The move from primary into secondary education can be a particularly challenging time for any child. As a school we have developed strong links with many of our local secondary schools. Our children are frequently invited to taster events at these schools before and during their time in Year 6. Alongside this, most secondary settings will offer at least 2 days of transition and will send in members of their staff to meet with prospective pupils. Where needed, extra transition days can be arranged and these are often particularly useful for children who are likely to be overwhelmed when first moving from a small and homely setting such as Temple Grafton is, to a larger school with many more pupils, rooms and staff to become familiar with.

Staff from secondary schools are invited to SEND review meetings in the term prior to their transition.

Transition between Year groups and phases within school

Every year children will take part in a morning of transition activities with their new class teacher and in their new classroom. This includes 'getting to know you' activities and provides opportunities to ask questions and discover what their new classroom looks like.

Transition meetings across year groups and phases within school take place in the summer term. Formal 'handover' meetings take place in which all relevant, key information is shared by the child's current teacher with the future class teacher. This includes sharing of relevant documents and information, as stored in Inclusion files. SEND children's My Plans are passed on to new class teachers and each child's needs are discussed in depth.

During the summer term children who require additional support with transition are supported in making additional visits to their new classes so as to familiarise themselves with staff and the environment. Where necessary, additional transition resources are created alongside the child, for example, transition books to be taken home and read with families over the summer holidays.

Evaluation and Monitoring of Provision

We place high priority on ensuring that our children with SEND are taught and supported in an inclusive learning environment. Our Special Educational Needs Co-ordinator, (SENDCo) is a member of the SLT and we consider all or class teachers to be teachers of children with SEND.

The effectiveness of SEND provision at Temple Grafton school is analysed and reflected upon as part of the school monitoring and evaluation cycle and includes the analysis of pupil progress data, formulated by class teachers as part of a graduated approach whereby they follow the 'assess, plan, do, review' cycle of teaching and intervention. SEND practice forms an integral part of our School Development Plan (SDP), ensuring it remains as a key focus in all that we plan for our children.

This graduated response, championed by the SEND Code of Practice, 2015, ensures all teachers are fully informed of their children's areas for development and can plan provision and deliver quality first teaching accordingly. At the review stage it is possible to judge if the child is able to access learning successfully through universal provision or requires a more targeted intervention to help overcome possible gaps in learning. All universal provision and interventions for children with SEND or those being monitored for possible SEND concerns, are monitored and evaluated for impact to ensure positive outcomes for all our children. Pupil progress meetings, where the progress of all children is discussed, take place termly and include the class teacher, members of the Senior Leadership Team (SLT) and a member of the governing body.





In addition to this, the SLT and Governing body, undertake regular learning walks, lesson observations and pupil interviews.

We use a variety of indicators to measure the progress that all children make including; teacher assessments, evidence in books, standardised assessments and, for SEND children, progress towards their individual targets as detailed on My Plans.

Progress is regularly shared with parents through: termly parents' evenings, termly SEND reviews, progress meetings, informal meetings and end of year school reports.

Please refer to our [complaints policy](#) should you have any concerns regarding our SEND provision.

Useful Contacts

<p>SEND Local Offer</p> <p>Warwickshire's local offer can be obtained from the Warwickshire website, this details information relating to education of children with SEND as well as local resources and services.</p> <p>https://www.warwickshire.gov.uk/send</p> 	<p>Family information service</p> <p>The Family Information Service offers free support, advice and signposting for all families with children and young people aged 0-25 years</p> <p>https://www.warwickshire.gov.uk/fis</p> 	<p>SENDIAS</p> <p>Warwickshire SEND Information, Advice & Support Service supports parents & carers of all Warwickshire children SEND, whether they are of pre-school age, or in a mainstream or special school.</p>  <p>https://www.kids.org.uk/warwickshire-sendiass-front-page</p>	<p>The Family Fund</p> <p>If there is something specific that your child would benefit from having at home to support them, you can apply for funding for this using the Family Fund.</p> <p>Please see their website for more information:</p> <p>https://www.familyfund.org.uk/</p> 
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Acronyms

<p>ADD: Attention Deficit Disorder</p> <p>ADHD: Attention Deficit Hyperactivity Disorder</p> <p>ASD/ ASC: Autism Spectrum Disorder/ Autistic Spectrum Condition</p>	<p>MSI: Multi-Sensory Impairment</p> <p>OT: Occupational Therapy/Therapist</p> <p>PD: Physical Disability</p> <p>PDA: Pathological Demand Avoidance</p>
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CAF: Common Assessment Framework (Now called Early Help) CAMHS: Child and Adolescent Mental Health Services (Now part of REACH Service) CCG: Clinical Commissioning Groups EHC: Education, Health & Care EHCP: Education, Health & Care Plan EP: Educational Psychologist EWO: Education Welfare Officer FF: Family Fund FIS: Family information Service HI: Hearing Impairment IDS: Integrated Disability Services IEP: Individual Education Plan LA: Local Authority MLD: Moderate Learning Difficulty	PMLD: Profound and Multiple Learning Difficulties PR: Parental Responsibility PT: Physiotherapy/Physiotherapist SALT/SLT: Speech & Language Therapy/Therapist SEN: Special Educational Needs SEND: Special Educational Needs and Disabilities SENDCo: Special Educational Needs & Disabilities Co-ordinator SENDIAS: Special Educational Needs and Disabilities Information, Advice and Support Service SLD: Severe Learning Difficulties SpLD: Specific Learning Difficulties STS: Specialist Teaching Service TA: Teaching Assistant VI: Visual Impairment
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External Support Services

External service providers offer essential advice and direction to help us support our children with SEND, allowing us access to a wide range of evidence-based strategies and current knowledge across a variety of disciplines. Such guidance may include:

- Most advantageous positioning of hearing impaired or visually impaired children within the classroom and use of aids as recommended
- Use of laptops and iPads for children with recording needs as well as a range of pencil grips and writing slopes
- Use of coloured overlays and exercise books with coloured paper for children with specific learning difficulties.
- Access to Therabands, movement breaks, wobble cushions, fiddle resources, optimal seating, workstations and specified safe places for children with sensory needs

Below are some of the agencies we work alongside and receive advice and support from:

SALT

Speech and Language Therapy
Sarah Roberts
Tel; 01926 400001

<https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/speech-and-language-therapy>

South Warwickshire 
NHS Foundation Trust

Specialist Teacher Service

Claire Hurley
Tel; 01926 476600

<https://schools.warwickshire.gov.uk/education-resources/specialist-teaching-service-sts>



Parenting Project

Jo Farrand
Tel; 01789 264741
<http://parentingproject.org.uk/>



Occupational Therapy

<https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy/occupational-therapy-traded-service-schools>



CAMHS/RISE

Child & Adolescent Mental Health Service
Tel; 0300 200 2021

<https://www.cwrise.com/>



EPS

Educational Psychologist Service
Monica D Gehrke
Tel; 01926 742921

<https://www.warwickshire.gov.uk/epservice>



SENDAR

SEND assessment and review service

Local officer – Louisa Hughes
Tel; 01926 742013

<http://warwickshire.gov.uk/contact/ussendar>



Dimensions

An interactive way to understand a person's health and well-being and find local support.

<https://dimensions.covwarkpt.nhs.uk/>

