

Special Educational Needs and Inclusion at Oasis Academy Connaught (OAC) 2018-19:

Oasis Community Learning believes that all children and young people should be equally valued and therefore will do all we can to promote equality of opportunity and outcomes, and to help develop a learning environment where all children and young people can flourish and feel safe. There will be access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges.

	Non Pupil Premium Students + SEN Support	Pupil Premium Students + SEN Support
SEN Support:		
Nursery	0	0
Year R	0	2
Year 1	2	5
Year 2	3	2
Year 3	3	15
Year 4	4	8
Year 5	6	8
Year 6	1	10
Total	19	50

The proportion of pupils eligible for the pupil premium (Year R-6) is very high at 72.5%

£260,040 was received and spent over the course of the previous academic year 2017-2018 (See Pupil Premium Spending 2016-2017).

The Academy serves an area of high social deprivation – 0.54 (compared to 0.24 nationally).

69 children (Nursery to Year 6) are currently on the SEN register (18.3% compared to National Average of 14.4%) – These children are well supported through the academy's SEND provision.

Children enter the Early Years Foundation Stage with skills and knowledge that are well below those expected for their age, particularly in relation to speech and language and Personal, Social and Emotional Development.

There is currently one pupil with an Education, Health and Care Plan (in Year 4).

The academy has applied for 2 further Statutory Assessments for EHCP (two in Year 2), with a further two in the process of application (one for a child in the Year 6 and the other in the current Year 4)

9 pupils are currently in receipt of Higher Needs Funding/ Top Up.

3 pupils are attending Alternative Learning Provision.

20% of pupils at the Academy have English as an additional language.

Areas of Special Educational Need and Disability provided for at OAC:

Communication and Interaction:

- Autism
- Asperger Syndrome
- Diagnosed Specific Speech, Language and Communication needs

Cognition and Learning:

- Moderate Learning Difficulties
- Specific Learning Difficulties – Dyslexia, Dyspraxia, Dyscalculia tendencies (not all diagnosed)
- Global Developmental Delay

- ADHD
- Attachment Disorders

Sensory and Physical:

- Moderate visual impairment
- Type 1 Diabetes
- Cystic Fibrosis
- Hearing Impairment

Inclusive admission arrangements at OAC:

OAC is an inclusive primary age Academy which educates pupils aged from 3 to 11 years. It is an exciting, creative learning community in which all pupils, regardless of academic ability develop their knowledge, skills and understanding in order to achieve the very best of which they are capable.

We are a non-selective Academy open to pupils of all religious faiths and those of no faith. Admissions at Oasis Academy Connaught are co-ordinated under the Common

Application Form via Bristol City Council.

If you are a parent or carer and wish to apply for a place at Oasis Academy Connaught for the following September, you will need to complete the Application Form via the [Bristol City Council website](#). If you are seeking a place for your child at any other time during the

academic year or for nursery admissions, you will need to [contact the Academy directly](#). An admission to Nursery does **not** guarantee a place in Reception. Our current Published Admission Number (PAN) for Reception is **60**.

Please note: Children with Statements of Special Educational Needs or Education, Health and Care Plans follow the arrangements set out in the SEN Code of Practice: 0-25 years (May 2015) and associated regulations and are therefore not subject to the general admission arrangements. Where a school is named in a child's Statement of Special Educational Needs/ EHCP, the child will be allocated a place before the above criteria are applied.

The academy is a single storey building and there is wheel chair access through all entrances and exits. A disabled bathroom is located in the main building as well as the Community Hub and all rooms/ classrooms are also fully accessible.

Policies for identifying and assessing young people with SEND:

All pupils attending the Academy are assessed on entry by their class teacher and then on a termly basis for reading, writing and mathematics. This enables us to promptly identify individuals that are achieving at a lower than expected rate than their peers of a similar chronological age.

Formal standardised Assessments include:

- PIRA
- PUMA
- GPS
- Birmingham Target Tracker
- Book Banding

Informal Teacher/TA Assessments would include:

- Letters and Sounds review
 - Common exception words – reading and spelling assessments
 - Year group key word spelling assessment
 - Year group graded reading comprehension tasks
 - Number bond assessments
 - Multiplication and division review
 - Daily marking of pupils' work
 - Informal discussions with pupils about areas of difficulty
- The Academy **does not** formally test for dyslexia or any other specific learning difficulties.

Arrangements for consulting the parents/carers of young people with SEND:

When a pupil fails to make expected levels of **academic progress**, the following procedures are employed:

- In the first instance the class teacher adapts his or her teaching and learning opportunities using a range of strategies and different resources over a minimum two week period. He or she liaises with parents/carers about what is being tried and why.
- If there is no evidence of further improvement after 2 or more weeks then the class teacher liaises with the SENCO, plans to implement greater degrees of differentiation for a period of 6 weeks and provides additional resources to support learning and development. He or she meets with the parent/carer to discuss initial concerns before interventions commence.
- If the pupil still fails to make progress after 6 weeks then the SENCO and class teacher meet with the parent/carer and draw up/agree on SMART learning and development targets for an **Individual Teaching Plan (ITP)**.
- The SENCO places the child on the Inclusion Register.
- The class teacher and TA work on the pupil's learning and development targets on a daily basis and monitor this work on a TA monitoring sheet, which is stored in the Classroom TA file. This is monitored by the HLTA and SENCO.
- The class teacher then reviews the pupil's progress with the pupil, parent/carer and SENCO at the end of each half term, before adjusting targets/ strategies/ resources using the scaffolded *Assess, Plan, Do and Review* approach, where applicable.
- If further specialist advice is required then the SENCO and class teacher meet with the parent/carer to recommend a referral to an outside agency.
- Once parent/carer permission has been granted, the SENCO and the class teacher complete the SPE referral documentation. A letter of support/ report can also be provided for parents/carers who wish to have a referral made to a community paediatrician via the family GP.
- The class teacher (and SENCO where necessary) will continue to meet with the parent/carer on a regular basis (at least termly) to keep all parties informed about progress. This procedure applies for pupils whose English is an additional language.

The class teacher has responsibility for ensuring that any diagnosed medical or dietary conditions are recoded with parents/carers on a **Health Care Plan (HCP)** at the beginning of an academic year or as soon as possible (no later than one week) after the condition is diagnosed. These conditions are recorded on the **medical needs register** which is shared with all staff. The class teacher also has the responsibility to meet with parents/carers three times a year to share new ITP targets, revise and check HCPs or any other specific plans their child may be on.

The class teacher also is responsible for:

- Reading and understanding information sheets provided by parents and professionals – liaise with the SENCO where necessary if further information or clarification is required
- Ensuring the salient information is shared with all staff that are involved with the pupil (daily as well as emergency procedures)
- Ensuring the pupil is aware of the procedures in place and why – liaise with parents/carers
- Monitoring the effectiveness of the HCP and reporting any changes/concerns to the parent/carer as soon as they are noticed
- Ensuring emergency contact details remain current/relevant
- Meeting regularly with parents/carers (at least termly) to keep all parties informed.

When a pupil demonstrates persistent **behaviour difficulties**, the following procedures are employed:

- **Distract – Diffuse – Divert:** Whilst bearing in mind that individual children's age, experience, character and any additional needs must be taken into account, we encourage all children to understand their inappropriate behaviour and its effect on others as well as themselves.
- Any inappropriate behaviour is clearly identified and explained. At all times we describe the behaviour as **inappropriate** and NOT the child as being **bad or naughty**.
- Low-level behaviour issues are dealt with in the following ways and before sanctions are implemented:
 - The look!
 - Pause Direction
 - Rule of three strategy
 - Choice Direction
 - Tactical ignoring
 - Partial agreement
 - When.....Then direction
 - Positive phrasing/Avoiding questions
 - Rule reminder
 - Take Up time
 - Cool Off time
- If there is inappropriate behaviour in any area of the school which breaks the school rules, all members of staff will follow the '**Gold Behaviour**' policy (see on website).
- The class teacher has responsibility for ensuring that records of all negative behaviour are logged according to the Gold Behaviour policy.
- The Academy's response is unique to each child and could consist of a **Behaviour Escalation Summary Chart (BESC) and Five Point Stress Scale** or a **Personal Support Plan (PSP) etc.**
- Plans are all drawn up with the child, parent/carer, class teacher and TA. This information must be shared with the Academy Leadership Team, SMSAs and specialist teaching staff.
- A **Personal Risk Assessment** for behaviour may also be deemed necessary.
- If the pupil still fails to make progress after 6 weeks then they will go on an 'Out of Step' plan. The SENCO and class teacher meet with the parent/carer and draw up/ agree on SMART targets. This will include aspects of de-escalation strategies that are particularly effective for the individual, sanctions and rewards, changes to educational provision/ playtimes and Positive Handling when deemed absolutely necessary/ **as a last resort**.
- The class teacher and TA work on the pupil's PSP strategies on a daily basis for a maximum of two weeks and monitor the pupil's progress. **Parents/carers must be met with spoken to about their child's progress/needs.**
- The assistant principal monitors and then disseminates information about whole academy pupil behaviour on a weekly basis.
- The class teacher then reviews the pupil's progress with the pupil, parent/carer and SENCO at the end of each week, before drawing up a new BESC or PSP where applicable.

- If further specialist advice is required then the SENCO and class teacher meet with the parent/carer to recommend a referral to an outside agency.
- Once parent/carer permission has been granted, the SENCO and the class teacher complete the referral documentation. A letter of support/ report can also be provided for parents/carers who wish to have a referral made to other health care agencies and a community paediatrician via the family GP.
- The class teacher (and SENCO where necessary) will continue to meet with the parent/carer on a regular basis to keep all parties informed about progress.
- The class teacher also is responsible for:
 - Reading and understanding information sheets provided by the SENCO and professionals – liaise with the SENCO where necessary if further information or clarification is required
 - Ensuring the salient information is **shared with all staff that are involved** with the pupil (daily as well as crisis procedures)
 - Ensuring the pupil is aware of the procedures in place and why – liaise with parents/carers so a consistent approach is in place
 - Monitoring the effectiveness of the BESC and or PSPHP and reporting any changes/concerns to the parent/carer and SENCO as soon as they are noticed
 - Meeting regularly with parents/carers (at least termly) to keep all parties informed.

- All meetings with parents/carers and professionals are recorded electronically on SEND/Inclusion Meeting Log forms.

Arrangements for consulting young people with SEND:

- All SEND/Inclusion review meetings (ITP, BESC, PSPHP and HCP) with parents/carers involve individual pupils and they have opportunities in which to share their views and opinions
- Pupils contribute to applications for Top-Up, statutory assessment/ EHCP assessments/EPS observations and assessments.
- Pupils are always informed in an age appropriate manner when they are going to be observed or assessed by outside agencies
- SEND/Inclusion pupils are actively involved in the School Council
- Self-assessment is a procedure that is embedded for all pupils in the academy

Arrangements for assessing and reviewing progress:

- The progress of pupils with SEND is assessed and reviewed in line with the academy assessment, reporting and recording policy. There are 6 assessment points throughout the academic year and strengths as well as areas requiring further development are identified for all pupils.
- Priorities for development/ focus objectives for pupils requiring SEND Support are discussed at an initial meeting between the SENCO, class teacher, parent/carer and pupil, where appropriate. These are implemented over 12-14 week period.
- The SENCO holds *SENCO Surgeries* at the end of Terms 2, 4 and 6 to review learning objectives for ITPs after the class teacher has completed review meetings with parents/carers and the pupil.
- The SENCO meets with support staff (LSAs) at the beginning of Terms 1, 3 and 5 to discuss intervention priorities for each class and to review monitoring at the end of each full term. The SFLW/LM meets with the SMSAs on a termly basis to discuss the needs of different cohorts of pupils. **The class teacher is responsible for ensuring that SMSAs know about specific strategies, sanctions and rewards in place for individual pupils in his or her class.**

- The SENCO meets with the AP after Pupil Progress Meetings in order to analyse the progress of each student on the Inclusion register in order to ensure that they are making expected levels of progress and discuss changes to wave 2 and 3 interventions for individual pupils and year groups.
- Parents/carers receive one full academic report on an annual basis and have the opportunity to attend two formal Parents' evenings (Term 2 and Term 6) where they can meet all their child's teachers. The SENCO is also available for consultation at parents' evenings and personal academic reports are written for all pupils in receipt of SEN Support at the end of Term 6.
- TAs that deliver interventions assess pupils on entry and exit and the data is analysed by the class teacher and SENCO to check that all interventions are effective. TAs use monitoring forms to record evidence of progress/identify children not making progress.
- **Class Teachers are responsible for ensuring that all parents/carers are informed at the end of interventions about the progress pupils have made.**
- Pupils with an Education, Health Care Plan have an Annual Review which is attended by parents/carers and any relevant staff from outside agencies. The pupils' progress is discussed, reviewed and new targets are set to ensure advancement continues.
- Pupils identified as requiring Nurture are assessed on a termly basis using the Boxall Profile. They continue to remain part of their own class and *usually* return full time within 4 terms.

Arrangements for transition between different phases of education and preparation for adulthood:

- All pupils that enter the Academy in the Early Years Foundation Stage (Nursery and Year R) have an induction pack in the summer term preceding their arrival.
- For pupils with SEND the SENCO visits each early years setting/school to meet with the class teacher/ key worker and/or SENCO. When pupils have more complex needs, it may be necessary for them to have a carefully planned transition package in which they can attend additional sessions and help to make resources (E.g. a photograph book) to support the transition process. Pupils transitioning to specialist education or alternative provision will start to work with outreach workers from the receiving school at least two terms before they are due to leave the Academy. This is discussed with the setting's SENCO and parent/carer ahead of time and is personalised to the needs of the individual pupil.
- Transition to secondary school education is bespoke for each SEND child.
- It is vitally important to plan ahead for future adult life and this focus is introduced early on in the academy. This process is implemented in the following ways:
 - Ensuring that families of pupils with SEND understand that with the right support they will be able to find work, be supported to live independently and participate positively in their community
 - We support all our pupils to develop friendships and to engage in a broad range of activities and experiences in different social groups
 - Pupils with SEND participate fully in the life of the school and the wider community .
- Preparations for adulthood are encouraged in the following areas:
 - **Support to prepare for future education or employment** – developing our pupils' awareness of their strengths as well as areas for development, increasing topic of interest, encouraging emotional resilience and a love of learning
 - **Support to prepare for independent living** – refining our pupils' self-help skills, daily living proficiencies and independence

- **Support for maintaining good health in adult life** – increasing our pupils' knowledge and understanding of managing personal care, taking pride in one's own appearance, learning about healthy eating and disease protection
- **Support in participating in society** – learning about the wider community and participating of charitable enterprises and fundraising opportunities

The approach to teaching young people with SEND:

- The Academy is fully inclusive and all teachers receive regular professional development training to be able to meet the needs of any learner they encounter. This includes sessions led by external agencies, the SENCO and members of the Academy Leadership Team, at least once every half term.
- The SENCO ensures that each classroom is equipped with subject, age and ability learning and development resources for each cohort and this is reviewed regularly during *SENCO surgeries*.
- **Class teachers are responsible for ensuring that they have fully implemented the resources and strategies detailed in line with individual pupils' SEN learning and development targets on the ITP documentation.**
- All teachers at OAC have up to date information such as prior academic attainment, reading ages, safeguarding status, SEND and EAL status about each pupil in his or her class. They use this information purposefully in order to plan appropriate levels of differentiation, set targets and meet the needs of all learners.
- ICT (laptops, iPads, iPods, programmable toys, SMART board technology etc.) is embedded across the curriculum and in all year groups. Pupils that struggle with writing are encouraged to use a variety of media (as well as scribes, where necessary) in order to maintain levels of interest and provide opportunities for pupils with SEND to demonstrate their true potential
- All class teachers and TAs/LSAs have access to a wide range of information about SEN and resources on the Academy's Shared U Drive and this is accessible from any staff member's laptop.

Adaptations to the curriculum and environment:

The Academy is wheelchair compatible and members of support staff deliver interventions devised by professionals such as:

- Physiotherapy programmes
- Occupational therapy programmes
- Speech and Language Therapy programmes
- Nurture Support programmes
- Reading Recovery
- Better Reading Partners
- Early Literacy Support
- EAL vocabulary and grammar development
- PIXL Reading, Writing and Mathematics
- Catch up numeracy
- Sound Training
- Social stories
- PECS
- Circle of Friends/ mediated/supported play therapy
- Alternative learning provision
- Art Therapy
- Forest School
- Most pupils attend their mainstream class for the majority of the school day but will be withdrawn from whole class teaching for specific periods in order to work on a one to one or small group basis on short-term interventions (6 to 12 weeks maximum). These occur both in and outside the classroom.
- The Academy runs its own onsite alternative provision: a nurture class called 'Inkie'. This has four full times places and one revolving door place, as well as capacity for children when needed on short notice, i.e. in reaction to children's SEMH.

Expertise and training of staff to support young people with SEND:

Continual Professional Development training is a high priority at Oasis Academy Connaught. Teachers and TAs receive weekly professional development training from members of the ALT on all aspects of their role, curriculum, behaviour management, first aid, Team Teach (Positive Handling) and meeting the needs of students with special educational needs and disabilities. SEND specific/ relevant professional development training to date has included:

- The OAC Behaviour Management Policy
- Writing ITPSs, BESC's, HCPs and PSPs
- Setting SMART targets for learning and development
- Nurture Support and the Boxall profile
- Identifying SEND versus Low academic ability
- Moderate Learning Difficulties
- Learning behaviours
- Letters and Sounds training
- Teaching Phonics to pupils with MLD
- Autism and Asperger Syndrome
- PECS and Visual Timetables
- Social Story writing
- Classroom best practise and Quality First Teaching
- Birmingham Target Tracker
- The role of the TA and their deployment

Evaluating the effectiveness of the provision:

- The Academy is committed to providing the best ‘value for money’ so SEND and Inclusion is reviewed and up-dated at the end of terms 2, 4 and 6. This is in order to ensure that it reflects most the effective use the funds available in the SEND budget, pupil premium and higher needs funding in meeting our pupils’ needs.
- Interventions are monitored by the SENCO. The impact of these are analysed through termly data analysis, pupil progress meetings, performance management meetings and during the SEND/Inclusion review cycle.

Inclusion in activities with other young people:

- Pupils with SEND are encouraged to participate fully in all aspects of school life and their involvement in play time activities and after school clubs is monitored regularly by teaching, support and ancillary staff.
- Pupils with special educational needs have the same opportunities as other students to participate in trips and activities, but occasionally special provision in the form of individual risk assessments or personalised arrangements will be made for the more vulnerable individuals.
- The open-plan layout of the Academy playground and dining hall means that pupils can eat lunch and play together in mixed year groups.
- The Learning Mentor area, Nurture Playground and the quad are closely supervised and open daily for pupils who prefer a quieter environment where they can participate in creative and constructive play tasks or board games and fine motor activities.

Support for improving emotional, social and mental health development:

- Nurture classes are an effective, evidenced based approach supporting pupils with Social, Emotional & Mental Health needs in an inclusive manner. They offer a short term, focused, intervention strategy, which addresses barriers to learning arising from social / emotional and or mental health difficulties, social deprivation, attachment disorders and safeguarding needs.
- Central to the philosophy is attachment theory; an area of psychology which explains the need for any person to be able to form secure and happy relationships with others in the formative years of their lives and our ongoing knowledge of neuroscience.
- Our Nurture class consists of 4 to 6 children and is staffed by two compassionate, professional and experienced TAs. They work closely with the SENCO, class teachers and classroom TAs in order to ensure consistent target setting, behaviour management and teaching strategies.
- Pupils continue to remain part of their own class group for a portion of the school day and *usually* return to full time attendance in their year group within 4 terms.
- Through successfully addressing the barriers to learning, this results in both improved academic attainment and improved mental health and personal wellbeing.
- The academy AP, SENCO and DSL/LM work closely with First Response, Early Help, the Nurture Network and CAMHS (South) in order to continue to address the needs of our most vulnerable pupils.

Involvement of external agencies and organisations:

The Academy regularly seeks professional advice and guidance from external agencies such as:

- Alternative Learning Provision
- Education 1st (Phoenix Class)
- BAT
- Banardo’s Workers
- CAMHS
- Community Paediatricians

- Early Help
 - Educational Psychology Service
 - Family Support Workers
 - First Response
 - Learning Improvement Service
 - Occupational Therapy Services
 - Physiotherapy Services
 - School Nursing Service
 - Social Care
 - Speech and Language Therapy Services
 - Impact Mentoring
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- The DSL and Deputy DSL are the point of contact for all Safeguarding/ Social Care services
 - The SENCO is the point of contact for all other outside agencies involved in pupils' education, health and care.

Arrangements for handling complaints from parents:

- If a parent/carer feels unhappy about something or has any concerns about anything to do with the academy, they should communicate this as soon as possible.
- In the first instance, parents/ carers should discuss any concerns with the class teacher. Most concerns or issues should be addressed informally at this stage. Teachers are available for informal discussions at the beginning or end of the academy day, or by appointment.
- If any issue remains unresolved, parents/carers should arrange an appointment with the SENDCO.
- If any issue remains unresolved, parents/carers should arrange an appointment with the Assistant Principal.
- The Assistant Principal will investigate any concerns raised and inform the parent/carer of their findings. In most cases, the issue will have been resolved by this stage, however if parents/carers are still unhappy, they should make a formal complaint in writing addressed to the deputy principal.
- In the last instance, a formal complaint in writing should be addressed to the Principal.
- OAC's website gives guidance on the complaints procedure.



You can also give feedback at any time via [Ofsted's Parent View](#).

Useful Links:

Click on the hyper-links to go directly to the websites:

Findability is aimed at families with children with disabilities and special needs, it is a directory of events, services, community and voluntary organisations, clubs and groups in Bristol, Bath & North East Somerset and South Gloucestershire, with a huge amount of disability-relevant listings. There is also a blog to keep visitors up to date with key news and a resources section for links to other sites.

<http://www.findabilitybristol.org.uk/>



[Disability Grants](#)

Do you have a Disability? Are you a parent or carer of a Disabled child or adult? This site is your easy guide to Grants for the Disabled.



[Let's Go! Bristol](#)

NEW transport scheme to help parent carers living in Bristol who have children with disabilities, special needs and life-limiting conditions (SEND).



Department
for Education

[Department for Education](#)

The Department for Education was formed on 12th May 2010 and is responsible for education and children's services.



[Department of Health](#)

Helps people live better for longer. Lead and fund health care in England, ensure people have the support and treatment they need, with the compassion, respect and dignity they deserve.



[The Council for Disabled Children](#)

The Council for Disabled Children (CDC) is the umbrella body for the disabled children's sector in England.



[Contact a Family](#)

Contact a Family is the only national charity that exists to support the families of disabled children whatever their condition or disability.



National Network of Parent Carer Forums
'Our Strength Is Our Shared Experience'

[National network of parent carer forums](#)

Opportunities for parents and carers of disabled children to work with local authorities, education and health services to ensure the services they deliver meet needs of disabled children and families.



[Early Support](#)

Aims to improve delivery of services for disabled children, young people and their families. Enables services and practitioners to work in partnership with those they support.



[National parent partnership network](#)

Offer advice and support to parents and carers of children and young people with special educational needs. They are statutory services so there has to be one in every local authority.



[Preparing for Adulthood](#)

A two year programme. Part of the delivery support for 'Support and aspiration: A new approach to special educational needs and disability' green paper.



helps children
communicate

REGISTERED CHARITY 210031

[I CAN](#)

I CAN is a children's communication charity. I CAN's mission is to ensure that no child who struggles to communicate is left out or left behind.



[BOND](#)

BOND (Better Outcomes, New Delivery) is a two year sector led programme that will help to deliver early intervention mental health support to children and young people.



[Young minds in schools](#) aim to improve outcomes for young people with behavioural, emotional and social difficulties.



[Achievement for all](#)

Supports schools to improve access and achievement of learners and young people.



[Bristol Shared Lives Project](#)

Shared Lives is where an approved carer shares their home and family life with a vulnerable person. This worthwhile project now includes younger people.



[ERIC](#) is the UK's leading childhood continence charity. We work to improve the quality of life of children, young people and families in the UK who suffer from the consequences of childhood continence problems.

NHS Bristol

The [Community Children's Health Partnership](#) provides the community health services in Bristol including children's therapists, and leads to other North Bristol NHS Trust sites

The [Child and Family Consultation Services \(CAMHS\)](#) have useful websites for children's mental health and emotional well-being.

[Bristol's Royal Children's Hospital's site](#), which also leads to all other hospital sites.

The NHS has produced a child-friendly leaflet to help children to understand and cope with [going in to hospital](#).

They also have a guide for patients, parents and carers called [My Hospital Passport](#). The aim of this 'passport' is to provide hospital staff with information about disabled children during their visits to hospital.

Disability Grants - a new [disability grants website](#) to help disabled people and their carers save time finding disability grants.

[The FASD Trust](#) run regular parent support sessions and professional training events around the UK.

Autism Friendly Cinema screenings - Dimensions offer Autism Friendly Film screenings in partnership with [Cineworld](#), [ODEON](#) and [Vue](#) Cinemas.

Parents' Caring Role

The NHS has help and advice for Parent Carers [here](#).

The Care Forum's [Well Aware directory](#) lists useful organisations for specific conditions A-Z, and much more.

Schools

[School Finder](#) allows parents to search for schools in Bristol – both special schools and mainstream ones.

Sport

[Disability Sport](#) lists a range of organisations providing disabled sports activities and clubs.

Childcare

[Search Childcare](#) allows parents to search for childcare local to them in Bristol – for advice on how to meet the needs of your child, contact [1 Big Database](#).

Transitions (from 14+ to adulthood)

Bristol's Transitions Information Service has [downloadable pdfs](#) of booklets that help young people and parent carers to plan for different aspects of the transitions.

NCB

www.ncb.org.uk will be hosting a number of providers of support to Early Years disability programmes.

Impact

As the delivery partner for short breaks, [Impact](#) is working with all 152 local authorities in England to embed and sustain short breaks for disabled children and their parents and carers.

Preparing for Adulthood

[Preparing for Adulthood](#) is a programme that aims to support young people into adulthood with paid employment, good health, independent living and community inclusion.

Local provider

The mission of [Bristol Black Carers](#) is to improve the status, support provision and advocacy available to Black and minority ethnic carers in the Bristol area.

Local SEN advice

[Supportive Parents](#) is a charity providing information and support to families of children with any type of special educational need (SEN) from 0-19 years in Bristol, North Somerset and South Gloucestershire.

Local provider

The [Carers' Support Centre](#) provides support, information and advice to carers of any age living in the Bristol and South Gloucestershire areas.

National website Transitions

The [Transition Information Network](#) (TIN) is an alliance of organisations and individuals who come together with one common aim; to improve disabled young people's experience of transition to adulthood.

National website

[NCB](#) is the leading national charity which supports children, young people and families and those who work with them.

National EDCM

Every Disabled Child Matters ([EDCM](#)) is the campaign to get rights and justice for every disabled child.

National website

The Council for Disabled Children ([CDC](#)) is the umbrella body for the disabled children's sector in England, with links to other UK nations.

Counselling for Carers

Download this helpful [leaflet](#) from The Carers' Support Centre, containing helpful info on 'talking therapy' for carers.