



Northburn Primary School

<http://www.northburn.northumberland.sch.uk/website>

Special Educational Needs and Disability (SEND) Report

Updated: May 2018

Northburn Primary School, Cramlington is a Local Authority Primary School for pupils age 4-11. There is also a 52 place Nursery.

Our pupils at Northburn Primary are exceptional and they all matter. We aim to provide an engaging and challenging curriculum that can be personalised to meet the needs of pupils with differing learning styles and additional needs. Creating a rich environment through exceptional teaching allows pupils to achieve and grow as informed, confident, resilient learners. Pupils' individual talents and aspirations are nurtured, allowing them to fulfil their potential to lead a successful life becoming valued and responsible citizens.

What is Special Education Needs and/or Disability (SEND)?

The definition from Government legislation, Code of Practice (2015) notes, *A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*

Through regular assessments and checks, teachers will seek support for pupils:

- when cognition is significantly below that of their peers starting from the same baseline and/or there are significant learning needs.
- if the child's previous rate of progress fails to match or better previous rate of progress.
- if the attainment gap fails to close between the child and their peers.
- if the attainment gap widens.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. (Equality Act 2010) This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Adhering to the *Special educational needs and disability code of practice: 0-25*, at Northburn we aim to make reasonable adjustments, providing pupils with the support they need to ensure children and young people with SEND can work alongside those who do not have SEND. All pupils will have access to a broad, balanced curriculum with high expectations set and any areas of potential difficulty addressed to remove barriers which may prevent pupils from achieving.

Our overarching aim at Northburn is that all children feel secure and happy and to make a positive difference to our citizens of the future.

<u>ACCESSIBILITY:</u>	<p>The <i>Accessibility Plan</i> describes how Northburn has had regard for and implemented access plans to the curriculum, environment and accessibility of information. This information can be found on our school website and also provides an overview of Northburn's equality information and objectives.</p> <ul style="list-style-type: none"> • The building is accessible to pupils with a physical disability. • We ensure equipment is accessible to all pupils, regardless of needs. • Extra-curricular activities are accessible for pupils with Special Needs and Disability (SEND) and appropriate support can be provided by the school if needed. • Teaching methods and the curriculum, where reasonably possible, are tailored to meet the needs of all our learners. 	Northburn Primary's equality objectives have been established by examining the most significant and meaningful equality challenges we face.
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<u>POLICIES:</u>	<p>Northburn is familiar with current legislation (listed below) and policies (listed to the right) which are available on the website.</p> <ul style="list-style-type: none"> • Disability Discrimination Act 1995 • The Equality Act 2010 • Children and Families Act 2014 • The Code of Practice 2015 • Promoting the education of looked-after children and previously looked-after children (Statutory Guidance) <p>The school promotes SMSC (Social, Moral, Spiritual and Cultural education)</p>	SEND (Special Educational Needs and Disability)	✓
		SAFEGUARDING AND Child PROTECTION	✓
		BEHAVIOUR and anti-bullying	✓
		EQUALITIES and ACCESSIBILITY PLAN	✓
		Social, emotional and mental health (SEMH) Policy	✓
		PUPIL PREMIUM	✓
	All staff are aware of Prevent Duty (prevent radicalisation and promote British values) and have received training.	All staff and Governors have received training in preventing radicalisation.	✓
		Supporting Pupils with Medical Conditions	✓

Northburn Primary is an inclusive community school situated in Cramlington. It is well-respected within the local community for supporting pupils with SEND. Every pupil with SEN and/or a disability has an entitlement to fulfill their potential. This is achieved by ensuring the wellbeing of all pupils so they are able to access the curriculum and learn within an environment which is sympathetic to their learning needs. Our aim is that all pupils achieve age-related expected standards. Some pupils will exceed these standards and some pupils will need additional support to reach their potential. We have high expectations at Northburn for all pupils including those with an identified special need, setting ambitious, personalised targets.

Pupils with SEND are encouraged to participate fully in school life. They are encouraged to attend breakfast club, participate in school visits and/or residential visit (Year 6). We actively promote participation in extra-curricular activities and, with reasonable adjustments, enable pupils with additional needs to participate fully in school life.

In the Code of Practice (2015), there are **four** broad areas of need:

- Communication and interaction – speech, language and communication needs (SLCN) or Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism.
- Cognition and learning – moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties e.g. Social difficulties, mental health conditions, emotional difficulties.
- Sensory and/or physical needs - vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or physical disability (PD) or medical needs.

A small percentage of our pupils (around 4%) are registered on the SEND register. Although some pupils will remain on this register throughout their time at Northburn Primary School, many make good progress and are on the register only for a limited time. Many pupils at Northburn receive a Profile which notes additional support to consolidate or accelerate learning or because of a particular need at a given time, but will not be placed on our register. If a child has a Profile, the class teacher will notify the pupil's parents to give reasoning for this and explain any additional support put in place to consolidate or accelerate their learning.

Currently on the SEND register, 36% of the pupils have difficulties with communication and interaction; 50% have difficulty with cognition and learning, with 57% of these children having a diagnosis of autism; 7% have social, emotional and mental health difficulties; and 7% have sensory and/or physical needs. Eighty-six per cent of those on our register are boys.

Our last Ofsted inspection in June 2017 praised the provision for pupils with SEN recognising it as a “strength” of our school. The report also recognises that as a group these pupils made “good progress”:

“Early identification, high expectations and prompt support or challenge are well embedded. Interventions are tailored to meet individual needs expertly. Parents and pupils contribute to the detailed personal profiles which map out tailored

programmes of work” Ofsted June 2017.

All pupil progress is tracked using FROG by the class teacher, key stage team, subject leader, SENCO and Senior Leadership Team (SLT) to make accurate assessments of all pupils and their needs. SEND pupil progress is monitored individually and as part of their year group.

Key Stage 2 Data

In 2015, the majority of pupils with SEND in Year 6 had difficulties understanding and learning when compared with all pupils, including those without SEND nationally, but they made good progress against their own individual goals. Pupils with autism made very good progress. All pupils were supported during their time at Northburn and have made successful transitions to new schools.

In 2016, pupils with SEND made progress that was in line with other pupils of the same cohort, except in areas where they had a specific need, for example attainment in reading for pupils with dyslexia.

Northburn's end of Key Stage 2 data from Assessing Schools Performance (ASP) for 2017:

	Reading		Maths		Writing	
	Progress	Attainment	Progress	Attainment	Progress	Attainment
Northburn SEND	3.22	60%	1.55	40%	6.25	60%
National (ALL pupils)	0	72%	0	75%	0	76%

(Number of pupils: 5)

The 2017 ASP data shows that although attainment for Northburn SEND pupils achieving the expected standard is below that of the national average, our rates of progress are above or significantly above those of ALL pupils nationally.

Developing and Enhancing SEND Provision at Northburn

2015-2016

- Further developed the use of Numicon for all pupils, but in particular for pupils who have a specific difficulty with mathematics (dyscalculia).
- Provided further training for staff in supporting pupils with social, emotional and mental health needs and loss and bereavement.
- Employed qualified teachers alongside Teaching Assistants delivering interventions in basic skills in Mathematics and English.
- Trained additional Teachers in *Read Write Inc.* and *Talkboost* for Nursery and Reception.
- Provided training for key staff in sensory processing.
- Identified a graduated response in relation to broad categories of need.

We also purchased additional resources to support pupils with visual impairments and equipment needed to deliver occupational therapy programmes.

2016-2017

- Further resources for pupils with visual impairments
- Embed new assessment programmes to track the pupil progress. We use computer software called *Tapestry* and *FROG*, track progress within interventions and maintain individual pupil profiles.
- Train another teacher in the role of Special Educational Needs Coordinator (SENCO). Miss Dawson has secured a place at University to complete SENCO Award September 2016.
- Further direct teaching for pupils to identify the skills and mind-set needed to be resilient, successful learners to support health, self-esteem and mental health (to be delivered by an educational psychologist).
- Participation in the evaluation of the Accelerated Reader programme which National Foundation for Educational Research (NFER) is carrying out on behalf of the Education Endowment Foundation at Cambridge University and the Department for Education.
- Supporting a study for an Erasmus European project on *SEN and Inclusion* with a focus on autism by Northumbria University.

2017-2018

- Continue with participation in the evaluation of the Accelerated Reader programme with NFER.
- Continue with supporting the Erasmus European project on *SEN and Inclusion*.
- Develop individual Pupil Profiles which will be up-dated termly by Key Stage teams and shared with parents.
- Provide additional meetings with the SENCO for parents of pupils on the SEN register.
- Provide training for staff to track pupils on SEN register further using *IASEND* programme (which allows pupil profiles to be tailored to track individual pupil progress by creating a learning profile based on their specific learning barriers).
- Continue to provide training for teachers and Teaching Assistants to enable them to provide and deliver quality-first teaching and interventions when required.

Our plans for developing and enhancing SEND provision in our school next year (2018-2019) include:

- Further develop Pupil Profiles, ensuring these are kept up-to-date with additional support, resources and/or information from assessments completed by outside specialists, and informing parents of any changes to these Profiles.
- Develop staff knowledge and understanding of the Code of Practice.
- Building the capacity to allow teachers to meet their responsibility to allow children to meet their learning needs.
- Miss Dawson completed the SENCO Award at Northumbria University and has since been working alongside Mrs Scott in the role of Special Educational Needs Coordinator (SENCO). Attend further training focused on ASD.
- Continue to provide training for teachers and Teaching Assistants which allows them to continue to provide quality-first teaching and interventions when required.

Who are the best people to talk to at Northburn about my child's difficulties with learning/SEND?

Northburn's SENCO is Miss Lucy Dawson. Miss Dawson recently (April 2017) completed the SENCO Award at Northumbria University. Whilst completing the award, Miss Dawson shadowed former SENCO Mrs. Clare Scott who has extensive experience.

Mrs. Scott has a Post Graduate certificate in the context of innovation and excellence in inclusive teaching and learning. She has over 20 years' experience as a SENCO and is a Specialist Leader of Education for SEN.

Northburn Primary School telephone: 01670 739111

Miss Lucy Dawson (SENCO) ldawson@northburnprimary.co.uk

Mrs. Clare Scott (Headteacher) clare.scott@northburn.northumberland.sch.uk

The SENCO is responsible for coordinating support for pupils with SEND and developing the school's *SEND Policy* and *Equalities Policy* (available on the website) to ensure all pupils receive an appropriate education that meets the needs of all pupils, promoting high standards to enable pupils to achieve ambitious targets. She will:

- Ensure that you are involved in supporting your child's learning; keep you informed about the support your child is getting; and participate in reviewing their progress. This involves monitoring Pupil Profiles, ensuring potential barriers to achievement are removed and all pupils receive quality-first teaching.
- Liaise with other professionals who may be involved with supporting your child's learning e.g. speech and language therapist, educational psychologist, specialist teacher, to ensure an integrated approach. Referrals to specialists will be made with your consent if additional support is required to ensure effective teaching approaches, strategies or intervention to support pupil progress.
- Update the school's SEND register (a system which ensures that all SEND needs are known) and make sure there are records of your child's progress and needs (Pupil Profile).
- Provide support and organise training for teachers and support staff so that they are able to deliver the necessary programmes and targeted interventions to enable your child to learn and make progress to achieve their best.
- Provide updates to the Governing Body on provision for SEND. Our Governor for SEND is Mr. Andrew Gullon.

Your child's class/subject teachers and teaching assistants

Class teachers are responsible for the progress and learning of all pupils in their class including pupils with an identified SEND.

- Teachers will ensure Northburn's SEND Policy is followed.
- Teachers will ensure lessons include quality-first teaching to meet pupils' needs. They will regularly assess the progress of your child using the graduated approach model of Assess, Plan, Do Review, which allows them to identify areas to focus on when

planning and delivering lessons. They will provide targeted work in class which is noted on Pupil Profiles and intervention plans. Pupil Profiles are individual and specific to your child, and interventions may be written for individual pupils or for groups. All lessons are designed to ensure your child learns and makes progress.

- Teachers are expected to maintain the highest possible expectations for your child and will discuss their progress with the school Leadership Team (SLT) to ensure they remain on track.
- Different ways of teaching are used so your child is fully involved in learning in class. For example, this may involve making lessons more practical so your child is better able to understand a concept.
- Your child's teacher will check and monitor your child's progress (using *FROG*) to identify any gaps in understanding/learning, and planning for additional support will then help them make the best possible progress. If a teacher is concerned that your child may be having difficulties and is not making expected progress, they will inform you and the SENCO and working together we will discuss relevant action that can be taken to support your child and help them achieve.
- Teachers ensure any strategies or resources (which may have been suggested by the SENCO, outside agencies and other professionals) are in place to support your child to learn and are noted on Pupil Profiles to ensure a consistent approach for your child.

Who are the teachers in school who work with pupils with a SEND and what training do they have?

Teachers are responsible for adapting lessons to support pupils with SEND. The SENCO's job is to support class teachers in planning provision for pupils with SEND. The school responds to, and seeks out training for all staff to improve teaching and learning opportunities for pupils with SEND. This includes whole school and individual training on many areas of SEND. We aim both to be a fully inclusive school and to identify areas we can improve so that we are able to meet the needs of all our pupils.

Who are the other people providing services to pupils with SEND in this school?

We have 12 Teaching Assistants. They have received training and have accredited qualifications in a range of SEND. Teaching Assistants are trained to deliver English, mathematics, speech and language and social skills interventions. These interventions have been developed through an active research process and have a proven record of success. For example some of the interventions we offer include *Read Write Inc.*, *Bitsboard* and *Snip* to support pupils with English, *Numicon* to support pupils with dyscalculia, and *Talkboost* to develop speech and language. We use the *Accelerated Reader* in Years 3 to 5.

We have expertise within the school to support pupils with a range of additional needs including:

- Literacy and specific literacy difficulties including dyslexia.
- Mathematics including dyscalculia.
- Speech and language.
- Autistic Spectrum Disorders (ASD) and Attention Deficit Hyperactivity Disorder (ADHD).
- Hearing impairment.
- Visual impairment.

- Attachment disorder.
- Dyspraxia.
- Downs Syndrome.
- Emotional Learning Support Assistants (ELSA), to support well-being and mental health.

Teaching Assistants support individual pupils and deliver one-to-one and group interventions. The interventions are overseen by teachers and may also be overseen by services and professionals not working in school. Outside professionals may offer guidance and recommendations. The impact of interventions is carefully monitored by the SLT and the SEND Governor.

Head Teacher Mrs. Clare Scott

Appointed as Headteacher September 2016

Telephone: 01670 739111

Mrs. Scott is responsible for:

- The day-to-day management of all aspects of the school including support for pupils with SEND.
- She will devolve responsibility to the SENCO for the management of support for your child and their special need.
- She will ensure that the Governing Body is kept up-to-date about issues relating to SEND (e.g. Headteacher's report).

SEND Governor: Mr. Andrew Gullon

If you wish to contact Andrew Gullon, please contact the school office on: 01670 739111

Mr. Gullon works with the SENCO to ensure provision for SEND is reviewed and improvements made when identified. He will (with the SLT), monitor the progress of pupils with SEND and the quality of provision provided for them. He has a wealth of experience and knowledge about supporting pupils with SEND.

What types of support are available for pupils with SEND at Northburn Primary School?

Class teachers practise excellent targeted classroom teaching also known as "quality-first teaching". This is available for all pupils.

High quality-first teaching and additional interventions are defined through our annual dialogue across the school which allow us to meet pupils' needs and help us to identify when best to access other services and resources for those pupils with higher needs. Quality-first teaching is regularly reviewed and recorded so we know what we offer every child. Associated discussions also serve to embed our high expectations among staff about quality-first teaching and the application of a differentiated and personalised approach to teaching and learning. We discuss aspirations with ALL learners.

Underpinning our provision in school is the **graduated approach** cycle of:



Once your child is assessed and their learning needs identified, appropriate work will be planned for them. Your child may be grouped with other pupils with a similar learning need. Northumberland County Council has produced guidance on the graduated response with examples of support which could be provided at all stages with a range of special needs. All staff have access to this document.

Your child may have been identified to work on a specific intervention programme at school and has trained staff (teachers and teaching assistants) to deliver. For example, we have specific programmes to support the development of speech and language, reading, writing and mathematical skills. The interventions include assessments so that sessions can be planned carefully and tailored to need. Progress is tracked and the effectiveness of intervention is monitored.

Following the identification of additional support or a specific need, it may be decided that your child would benefit from further assessment through a referral to specialist because cognition is significantly below that of their peers starting from the same baseline and/or there are significant learning needs that have not been addressed through quality-first teaching and intervention groups. The SENCO will then discuss with you an appropriate referral and you will ask for your consent before a referral is made to a specific SEND Support team in Northumberland. This Support team includes: educational psychologist, specialist advisory teachers for literacy, speech and language, ASD and behaviour specialists.

For your child, this means that:

- Your child has been identified by the class teacher/SENCO/Headteacher (or you may have raised your own concerns) as needing specialist input instead of, or in addition to, quality-first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked for written permission for the school to refer your child to a specialist professional via the Northumberland SEND team. This will help the school and yourself to understand your child's particular needs and be able to support them better.

A specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to better support them.
- Devising targets and programmes of work to be delivered by school staff under the guidance of the outside professional e.g. a social skills group/reading programme/physiotherapy programme.
- Referral for group or individual work with an outside professional.
- Referral onto another professional.

Examples of support available from specialist professionals:

- Specialist teachers for autism.
- Educational psychology.
- Behaviour support.
- Social services provision.
- Speech therapists and support for speech and language.
- CYPS (Children and Young Person Service) assessment service.
- Hearing and visual impairment specialist teachers.
- Occupational and physiotherapy services.
- School nurse, health visitors and family support workers.
- Primary mental health service.

There are a number of charities that can also offer support (e.g. Toby Henderson Trust for pupils with autism and their families). For further information visit Northumberland County Council Local Offer and the address is on our website. Some other useful websites are listed at the end of this report.

What if I think my child needs further support?

If you, the class teacher or the SENCO believes your child has complex needs, the school can request that the Local Authority carry out a statutory assessment of your child's needs to determine if they would benefit from and need an EHCP. If the Local Authority agrees that your child's needs are sufficiently complex, they will instigate an assessment. You, your child (if appropriate) and professionals working with your child will contribute to a dialogue to establish appropriate provision. Learning targets provide support and the cost will be set out in a plan which will be reviewed yearly. The EHCP will outline the individual/small group support your child needs and what strategies must be put in place. It will also have long- and short-term goals for your child.

If your child already has an EHCP, they are likely to continue to need specialist support from outside professionals. The SENCO will liaise with all professionals to ensure that a coordinated plan of support is devised for your child in collaboration with you and your child.

How will we measure the progress your child is making in school?

- Your child's progress is continually monitored by his/her class teacher and moderated regularly within key stage teams to ensure that correct judgments are made. The SLT regularly monitors the progress made by individual pupils and groups of pupils. Your child's progress is reviewed formally by senior leaders in pupil progress meetings.

- Your child's progress (if on the SEND register) will also be monitored using *FROG*.
- Your child will have a personal Profile which will include their aspiration which is updated termly by key stage teams.
- Interventions are reviewed at the end of each half-term or at the end of the targeted intervention period. Liaison between staff ensures learning is built upon in class and resources are available to aid independence.
- At the end of Key Stages 1 and 2, all pupils are required to be formally assessed using Standard Assessment Tests (SATs). If appropriate, we are able to apply for additional time, a reader, or a scribe. For the Year 6 SATs, the decision is not made by the school but it will make an application to the Department of Education.

The progress of pupils with an EHCP is formally reviewed at an Annual Review.

What support do we have for you as a parent or carer and your child?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, either with the person involved directly or where this is not possible in a report.
- In addition to parents' evenings and review meetings, we have 'drop-in sessions' where you can see your child's teacher or the SENCO without having to make an appointment.
- You can also contact *Northumberland SEND Information, Advice and Support Service*, previously known as the Parent Partnership Service. It is a free and confidential service which provides impartial information, advice and support to parents of pupils with SEN.
- The views of your child are important. They will have the opportunity to contribute to their Profiles and reviews and we have a system of mentoring which provides a forum for your child to discuss their learning, personal goals and desires for the future.

How will we support your child when they are leaving Northburn or moving to another class?

We recognise transition can be difficult for a child with SEND and we take steps to ensure that transition is as smooth as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All targets will be shared with the new teacher.
- All pupils have an opportunity to spend a session with their new class teacher for September at the end of the summer term.
- Individual transition arrangements can be made for pupils who need a personalised approach.

If your child is moving to another school (Primary/First or Middle):

- We will contact the other school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- We will ensure that all records and profiles about your child are passed on.
- Individual transition arrangements can be made for pupils who need a personalised approach.

To secondary school:

- The SENCO will meet with the SENCO and the Head of Year 7 from the secondary school (usually Cramlington Learning Village) to discuss the needs of your child and the support that they will need.
- We will also discuss transition at a review meeting with the SENCO of their new school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Your child will have the opportunity to make additional visits to their new school, if appropriate.
- Individual transition arrangements can be made for pupils who need a personalised approach.

What do I do if I am unhappy about the provision my child receives and wish to complain?

If you have any concerns please let us know. We want to work with you in the best interests of your child. If after discussion you still feel unhappy, you can complain. Please contact the school for a copy of our complaints policy.

For further information, refer to the Northumberland County Council Local Offer.

COMPLETED BY: (Name and position)	Miss Lucy Dawson SENCO
Discussed with representative Governors and Parents	
DATE COMPLETED:	4 th May 2018
REVIEW DUE:	May 2019. To be amended as appropriate if there are significant changes to our offer. <u>Amended:</u> January 2016, April 2016, October 2016, June 2017, May 2018

Who can I contact for further information about the Local Offer?

Organisation

Northumberland County Council

Website

www.northumberland.gov.uk

Who can I contact for further information about SEND?

National Parent Partnership Network	www.parentpartnership.org.uk
DIAL UK (Disability Information Line)	www.dialuk.org.uk
Family Fund	www.familyfundtrust.org.uk
IPSEA (Independent Panel for Special Educational Advice)	www.ipsea.org.uk
National Association of Citizens Advice Bureaux	www.citizensadvice.org.uk
Parents for Inclusion	www.parentsforinclusion.org

Communication Difficulties

AFASIC – Unlocking Speech and Language	www.afasic.org.uk
Communication Trust- Speech, Language and/or communication needs.	www.thecommunicationtrust.org.uk

ASD

National Autistic Society	www.nas.org.uk
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Specific Learning Difficulties

British Dyslexia Association	www.bdadyslexia.org.uk
Dyslexia Action	www.dyslexiaaction.org.uk
Dyscalculia	www.bdadyslexia.org.uk

Social, Mental and Emotional Health

Barnardo's	www.barnardos.org.uk
Young Minds	www.youngminds.org.uk

Physical Difficulties, including Sensory and Medical Needs

British Deaf Association	www.bda.org.uk
Diabetes UK	www.diabetes.org.uk
Dyspraxia Foundation	www.dyspraxiafoundation.org.uk
National Society for Epilepsy	www.epilepsysociety.org.uk
Epilepsy Action	www.epilepsy.org.uk
National Blind Pupils' Society	www.nbcs.org.uk
National Federation of the Blind	www.nfbuk.org
Visual Impairments	www.look-uk.org
National Deaf Pupils' Society	www.ndcs.org.uk
National Eczema Society	www.eczema.org
National Asthma UK	www.asthma.org.uk

