

THE RICHARD PATE SCHOOL



Special Educational Needs, Disability Inclusion, and Learning Support Policies

September 2026 - September 2027

Introduction

The Richard Pate School is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the Early Years foundation stage September 2021

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities, EAL Policy, Gifted and Talented Policy and Accessibility Plan.

Definition of special educational needs

A child or young person has SEN if they have a type of Neurodiversity, learning difficulty or disability which calls for additional support to enable them to achieve their best outcomes via the school's SEN support system. Some children may require a plan (My Plan / My Plan+ / EHCP) of special educational provision to be made for them. Not all special educational needs (SEN) require a support plan, and instead, may the child may be able to have their needs met via the use of Quality First Teaching strategies and adaptations which are detailed on their individual SEND Learning Pupil Profile, on our central information sharing system, School

Manager. This information includes classroom and teaching strategies for staff to use with the child and the child's strengths and difficulties. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a condition, learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age
- have a neurodivergent condition that leads to the child experiencing challenges they need support to overcome and/or manage
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Children who are functioning and coping well in school, and achieving in line with their ability, will not be regarded as having a learning difficulty. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

Not all pupils who have SEN are disabled and not all disabled pupils have SEN but understandably, there can be an overlap.

Trustees and staff responsibilities

The Trustees are responsible for determining school policy and provision for pupils with SEN and disabilities.

The Head is responsible for overseeing all aspects of the School's SEN provision and keeping the Trustees fully informed of the implementation of the School's policy in practice.

The School's Learning Support Department consists of:

Whole School SEN Co-ordinator and Inclusion Lead: Ms Zoe Ellis

EYFS SEN Co-ordinator: Mrs Paula Hunte

The EYFS SEN Co-ordinator and SENCO's responsibilities include:

- determining the strategic development of the SEN and disability policy and provision in the School, together with the Head and governing body
- having overall day-to-day responsibility for the operation of the SEN and disability policy

- coordinating specific provision pathways for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the School to support their child's SEN and/or disability
- liaising with external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEN up to date

All teachers are responsible for keeping themselves up to date with the learning and SEN profile of a child with SEN and informing this profile, at Pupil Progress meetings, in order to share vital communication with all teachers to support in helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All teachers are also responsible for reading any external reports written by professionals, to understand and support the SEN child. Each SEN child has a file on the Teacher-Shared internal system so is accessible at all times. All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs. The Richard Pate School Committee of Trustees share responsibility for Learning Support and SEND.

Identifying and supporting pupils with SEN and disabilities

Within School:

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).

However, where the School reasonably considers that a pupil may have a specific learning difficulty, for example where there are early indications a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required, including whether any additional support is needed, such as in-class support or perhaps an individual support plan should be created to meet the child's needs.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

Professional Advice and Recommendations

The school will consider and implement advice, recommendations, or strategies relating to a pupil's educational, medical, therapeutic, or support needs only where such advice is documented within a formal assessment report, letter, or written recommendation issued by a suitably qualified professional on official headed paper (or via an official organisational email address).

Information, opinions, or recommendations communicated solely by a parent/carer, without accompanying written evidence from the relevant professional, will be noted and may be discussed with the parent/carer; however, they will not be treated as professional advice and will not, in themselves, form the basis for changes to provision, practice, or support arrangements.

School Response

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. This may be communicated via meetings, My Plan / My Plan + / EHCP reviews, Parents' Evenings, emails or telephone calls. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: assess - plan - do - review:

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need. GL Assessments are conducted in Y3 to screen for initial signs of Specific Learning Difficulties (SPLD) such as Dyslexia and Dyscalculia. Further more in-depth testing for Dyslexia can be conducted by the SENCO if parents and school agree to do so (Dyslexia Portfolio testing). Other internal assessments, outcome of examinations, progress reports, SENCO reports may also be completed. If not already done so the School may, in consultation with parents, suggest the engagement of external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents. Children assessed to be just low attaining and requiring a booster to close a small gap in their learning will be placed at a level '1' on our School's information system and receive the school's Universal Offer of support by way of a group intervention (Nessy: Reading and Spelling, pre-teach sessions etc). Parents will be informed via email or spoken with.

- **Plan:** Where it is decided to provide SEN support, the teacher and the SENCO will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on a My Plan (if there has been no outside professional agency involvement) or a My Plan Plus (if there has been outside professional involvement. Children on 'My Plans' are recorded as a level '2' of learning support on our School's information system and children on a My Plan Plus (MP+) are recorded as a level '3' of learning support. Children in receipt of an EHCP will have a MP+ running under their EHCP and be recorded as a level EHCP of learning support.

- **Do:** Teachers will work closely with the SENCO to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child. Class and Specialist

teachers hold a copy of children's MP(+)s centrally in their classrooms and can access them on the school's central information system.

- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed three times a year at the end of each long term or as agreed between the School and parents. Teachers, working with the SENCO, will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

Where a Support plan is not deemed necessary:

When it is not deemed necessary that a child be put onto a support plan but still needs some individualised adjustments, to enable them to thrive in school, a SEND Pupil Profile will be created on the school's internal information sharing system; School Manager. On this profile, the child's strengths and difficulties will be listed and then classroom strategies will be listed to support all teachers to teach the child in the most effective way to enable them to meet their best outcomes. There will be a 'History' section to share any information deemed appropriate and a section detailing the child's interventions and support they are in receipt of for the current academic Year. Previous academic years will retain details of previous intervention and support and show an end of year evaluation of the impact and next steps. This will be maintained by the SENCo and the child's class teacher and updated twice yearly as part of Pupil Progress meetings.

Reasonable adjustments

The Richard Pate School is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

The School will discuss the proposed adjustments, unless it is deemed part of classroom Quality First Teaching (QFT) strategies, with parents and, where appropriate, the pupil, the SENCO, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents' responsibilities include:

In the event of considering seeking a diagnosis for your child, parents are kindly requested to always inform the SENCO in the first instance before commissioning any assessment(s). The SENCO will then meet with the class teacher and parent to facilitate a discussion to understand the parent(s)' concerns further and gather necessary information.

The results of the meeting will then give parents:

- the viewpoint of the school, as children frequently present differently in the contrasting environments of home and school and this will inform any assessment
- access to the most appropriate professional(s) whom the school have experience of in order to attain an individualised report of their child's needs and avoid duplicate reports that can be issued by some professionals
- understanding of the appropriate lines of assessment to be followed, the next steps and timelines involved
- awareness of potential barriers which can arise from seeking private assessments and the costings

- information about and understanding of the Graduated Pathway and NHS services
- access to online training courses to address challenging behaviours and/or disorders (for example; anxiety) in the home that may not be presenting at school

If the concerns are centred around your child possibly being Neurodivergent, the SENCo will advise you of the most appropriate online training course(s) to access as a first step in addressing any concerns about Neurodiversity and/or challenging behaviours that may be affecting the family. These courses are detailed on 'Glosfamilies Gloucestershire Direct' and are the first response also set out by Gloucestershire County Council (please see a list of the courses available in Appendix A).

Their content is extremely helpful and enables the family and SENCo to demonstrate support and strategies that have been put in place as a result of the course in the event that a referral should still need to be made.

Taking appropriate steps to fully understand and assess Neurodiversity is an important consideration. It is essential to ensure that any diagnosis is suitable and accurate and supports the best interests of the child, empowering them to access opportunities and thrive in their future career paths.

Parents can assist the School in this process by ensuring that staff are informed of their child's needs when they join the school or as their child's need(s) become apparent, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled pupil is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

How do parents request adjustments?

If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with their child's class teacher, in the first instance, or the Special Educational Needs Coordinator (SENCO). Parents are asked to provide copies of any medical or specialists reports as evidence of the adjustments required to ensure the school is acting appropriately and in the best interests of the child in line with external professional recommendations.

Recording progress of pupils with SEND

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan (EHCP). This will be recorded by way of a My Plan (MP) or My Plan Plus (MP+) where there has been outside professional involvement and also if the child is in receipt of an EHCP.

MPs and MP+s are drawn up in consultation with the pupil's teacher, the SENCO, the pupil and their parents and kept on the School's information system. The MP and MP+ contains key information such as:

- Progress and attainment level
- Outcomes sought
- Teaching strategies
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them
- Date the MP / MP+ was drawn up and date for review.

The MP / MP+ may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENCO. Teachers use the MP / MP+ as an active document to guide and amend their provision to the child in their class as deemed appropriate in response to the child's progress.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

The School will measure the overall progress of pupils with SEND at the end of the various key stages such as Reception, the end of KS1 and KS2 to see how much progress they make compared with that of their peers and the National Average.

Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision is Paula Hunte. Mrs. Hunte (for Nursery) or the child's class teacher (Reception) will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

The school's SEN provision

The School's SEN provision currently includes: class / specialist teacher in-class support as appropriate and agreed, differentiation of tasks, support resources, working within a small adult supported group, learning support via the SENCo as appropriate and agreed, (in and out of class), Universal (Level 1) intervention response and where appropriate and achievable, additional one-to-one lessons. Where pupils are demonstrating a need for specific targeted intervention, that is likely to result in outside professional support, that is specific to them, a My Plan will be created with the SENCO, Class Teacher and parents (Level 2). Once a professional has assessed the child, the plan will be elevated to a My Plan+ (Level 3).

Pupils with an Education Health Care Plan ('EHC Plan')

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Further aspects relating to SEND provision

Admissions

The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any significant disadvantages which may be encountered by disabled applicants. The School will treat every application from a disabled pupil or a pupil with learning needs in a fair, open-minded way.

At the Richard Pate School, entry into Nursery, Reception or the Prep classes is non-selective. In Year 3, the school will conduct an internal assessment of new pupils, but this is for our own records, to see what support resources may be needed for a child. RPS is not a selective school. The school is firmly committed to inclusivity, and no pupil will be refused entry on account of a disability, unless the School is unable to adequately cater for and meet the needs of the child, having considered any necessary reasonable adjustments.

For entry at any point to the school, parents of children with physical disabilities, who have to experience developmental delays and / or SEN or learning differences, are advised to discuss the child's requirements with the school before they sit the entrance test so that reasonable and appropriate provision can be made during the admissions process.

The school understands the importance of effective communication at transition times. When children transfer into Reception, KS1 and KS2, lines of communication are open and encouraged; teachers are accessible to parents and outside agencies, if appropriate; data and information is readily accessible to all those working with the child. At Secondary transfer, communication with receiving schools is open and information is shared with the receiving school, with parental support.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate the Special and Additional Needs of a child, the School may require parents, after appropriate consultation, to withdraw their child. In these circumstances the School will support the parent's in finding an alternative placement, as appropriate and to their ability to do so, which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

Entitlements to additional time and/or support in external assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete internal and external assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by the Joint Council for Qualifications on behalf of the examination boards, under the remit of Ofqual, and are administered and applied by the School in accordance with the published guidance and requirements.

Extra time for external assessments can only be granted through an Educational Psychologist (EP). Parents should speak with their child's class teacher and SENCO with regard to any application for additional support via an EP assessment as soon as reasonably practicable. The SENCO will be able to provide parents with contact details to Educational Psychologists for the parents to contact and commission themselves and the SENCO will process applications for appropriate examination access (as recommended in the EP report) for internal assessments in conjunction with the child's class teacher and Head. Extra time awarded for internal assessments will be evidenced by the class teacher through the use of a different coloured pen(cil) to evidence how the additional time was used by the child.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE and assessments the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal

factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Three-year accessibility plan

A copy of the School's Accessibility Plan can be provided upon request by writing to the school office. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

In line with its duty under the Equality Act 2010 the School's three-year Accessibility Plan sets out how the School will;

- increase the extent to which disabled pupils can participate in the School's curriculum;
- improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

A copy of the School's Accessibility Plan can be provided upon request by writing to Lucy Cox, the school's Bursar.

Parental responsibility

To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School. Parents must provide the SENDCo with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents agree to

do this when completing the registration form and accepting the terms and conditions of the parent contract.

Safeguarding

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENCO if their child's progress or behaviour gives cause for concern.

We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure (which apply equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send parents a copy of the Complaints Procedure on request.

Review

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.

Appendix A:

Triple P courses to support with challenges at home.

'Triple P' suggests simple routines and small changes that can make a big difference to your family. It can help you understand the way your family works and use the things you already say, think, feel and do in new ways that:

- Create a stable, supportive and harmonious family
- Encourage behaviour you like
- Deal positively, consistently and decisively with problem behaviour
- Build positive relationships with your children
- Plan ahead to avoid or manage potentially difficult situations
- Deal with teenagers emotional behaviour
- Take care of yourself as a parent

While Triple P is almost always successful in improving child behaviour problems, more than half its emphasis is on developing positive attitudes, skills and behaviour. This helps prevent problems arising and fosters family relationships that encourage children to realise their full potential. Triple P has been developed and scientifically proven over 30 years. The team in Gloucestershire have been delivering Triple P for over 10 years.

Courses available online

0 – 10 Triple P or Teen Triple P 10+

Is this your family?

Other parents don't seem to have it as tough as you. Your child constantly misbehaves. Your family life is full of anger and tears. There's probably a lot of shouting and your child may even be aggressive – perhaps hitting you, the furniture or his or her brothers and sisters. In fact, every day – from breakfast to bedtime – is a battle.

If this sounds familiar, then Group Triple P can help. Group Triple P gives you support to help you manage your child's behaviour and prevent the kinds of problems that make your family life stressful.

Or is this you?

You want to create the happiest home life you can. You may have a few concerns about your child's behaviour – perhaps there's disobedience or you simply want to find out how to set up better routines for mealtimes or bedtimes. Whatever it is, you're very keen to learn more about positive parenting and how you can apply it to your family. If you're ready for a more in-depth look at the parenting strategies that really can work, Group Triple P is ideal.

Fear-Less Triple P – Ages 6 to 14 years

Is this your family?

Your child (aged 6 to 14 years) has anxiety that is affecting their everyday life. It may stop them, or your whole family, from doing certain activities. Your child may be worried a lot of the time. You may swing between reassuring them and telling them to face their fears. Neither of these seems to work, and their anxiety seems to increase. You may feel like you've tried everything, and possibly may be anxious yourself. If parenting a child with anxiety is affecting your life and you'd like to help your child worry less and be more confident, Fear-Less Triple P can help.

What is Fear-Less Triple P?

Fear-Less Triple P helps you set a good example of coping with anxiety, coach children to become more emotionally resilient, and develop your own toolbox of strategies. You can choose how to best support your child as they learn to manage their anxiety more effectively. Fear-Less Triple P encourages you to use practical strategies with all family members, not just the child who seems especially anxious. In this way, the Fear-Less Triple P program helps the whole family to reduce unnecessary fear and anxiety.

What can I expect from this program?

Group This comprehensive program is delivered over a number of weeks, or as an intensive 1-day workshop, sessions are online via Microsoft Teams. Over six sessions, you can cover a range of strategies and exercises that will help you put your plans into action. Fear-Less Triple P Online is also available This 6-module, online, self-paced, interactive positive parenting program will help you support your child to manage their anxiety. You may wish to

do this to supplement other types of Fear-Less, or, for example, if your partner cannot attend sessions.

What is Stepping Stones Triple P?

Stepping Stones Triple P has been developed for parents of children with a developmental disability. Because it's based on Triple P's proven parenting strategies, it gives you ways to deal with the kinds of childhood behaviour problems and issues that can make family life stressful. Stepping Stones Triple P has been evaluated with real families and has been shown to work with children with intellectual and physical disabilities who have disruptive behaviour.

Group Stepping Stones is great if you are having significant problems with your child's behaviour or if you would simply like to learn parenting skills to help promote your child's development and potential. You'll meet with a small group of parents who also have a child with a disability. There'll be just six sessions of around 2 ½ hours each. It will take a couple of months to complete. During the sessions you'll watch DVD excerpts of the parenting strategies being used in real family situations and you'll have a group workbook to take home. Your provider will also call you at home (three times for between 15 and 30 minutes) to answer questions, provide support and help you with any problems

Family Transitions

Is this you?

You're divorced or separated. Your child is caught in the middle. You may have problems with your extended family, your new partner or your ex. Holidays and birthday cause arguments. You may be concerned about your finances. And you're worried about the impact this is all having on your child's behaviour and emotions. If this sounds familiar, Family Transitions Triple P can help.

What is Family Transitions Triple P?

Family Transitions is a group parenting programme for divorced or separated parents. It gives you new ways to help protect your child – and yourself – from the fallout from a family split.

What happens at Family Transitions Triple P?

At Family Transitions sessions, you meet other parents going through many of the problems that come with divorce or separation. Your Family Transitions Triple P provider will give you new ideas, techniques and strategies to help you through the day-to-day dramas and ongoing trauma of your situation. These ideas can help you cope with stress, anger and change, resolve conflict, and communicate better with your ex. Throughout the sessions, you'll also watch the Family Transitions DVD, which shows how other parents have used the ideas to help their families. And you'll also receive the Family Transitions Workbook to support you as you put your new ideas into practice.

How long does it take?

There are five weekly sessions of two hours each. After the five sessions, it's recommended you also do a Group or Standard Triple P programme. This will give you a broader range of positive parenting ideas that can help you calmly manage other behaviour and parenting

issues in the home. When you're finished, you'll feel confident you're doing everything you can for your child.

Does my ex-partner need to attend with me?

No. Family Transitions is not a mediation programme so you should attend on your own or, if you want support, with your new partner. If your ex-partner wants to do Family Transitions, you should attend separate groups.