

# Lower Park School

## Special Educational Needs and Disability Policy

### 2017

Revised 7<sup>th</sup> February 2017  
Next Review 2018  
Ref: 170207-10

**This policy takes full regard of the SEND Code of Practice 2015**

**Policy last reviewed and agreed by stakeholders:** January 2016

**SENDCo:** Mrs Emma Cunha

#### **Compliance**

**This policy outlines the framework for Lower Park School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and/or disabilities.**

It complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2014

Lower Park School intends to work within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

This policy was created by the school's SENCo in consultation with the Headteacher Ian Coulson, Amy Beasley the school's SEN Governor and school staff reflecting the SEND Code of Practice 0 –25 (2015) guidance.

## **SECTION 1**

All children are individuals and have varying needs throughout their time at Lower Park School. All staff recognise that every child has gifts, abilities and difficulties, which need to be adequately addressed by their class teacher. We believe that "every teacher is a teacher of every child or young person including those with SEN" (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2015), class teachers are responsible for the learning and progress of all children. The school's SENCo and Intervention Team, support teachers and pupils with additional provision and strategies to ensure all pupils make progress.

This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a disability where any special provision needs to be made.

All children must have an equal opportunity to take part in a broad and balanced curriculum and in all activities of the school. The National Curriculum is the starting point for planning a school curriculum to meet the specific needs of individuals and groups of pupils. Where necessary, special arrangements may need to be made for those children with specific needs, e.g. hearing impairment, communication difficulties, physical disabilities. Those who have additional needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible.

## **SECTION 2 – Our Aims and Objectives**

## Aims

Lower Park School aims to:

- Raise the achievement of all children
- Promote the self-esteem and motivation of all children
- Listen to children's views and involve them in planning their education
- Work in partnership with parents

## Objectives

The above aims will be realised in the school environment as follows:

- The curriculum, for those with additional needs, will be fulfilled by breaking down work into smaller steps so that the level of the task matches the ability of the child
- All pupils will have access to a broad and balanced curriculum using appropriate learning objectives from the scheme of work
- Specific individual needs will be taken account of at the planning stage
- Various groupings will be used to create opportunities for children to take on different roles
- The SENCo and class teachers will organise effective use of people, interventions, resources and time to maximise the learning of all children
- The school will liaise with other agencies e.g. Educational Psychologist, Health and Social Care, Education Welfare Service and voluntary organisations to provide more specialist support.

## SECTION 3 – Identification of Need

The needs of all individuals and groups will be met by:

- Setting suitable learning challenges within a broad and balanced curriculum, for all children
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The school will use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2014) as follows:

### Graduated approach

Lower Park School will, once a potential SEN has been identified, employ the graduated approach as laid out in the SEND Code of Practice 0-25 as follows:

- Establishing a clear **assessment** of the pupil's needs.
- **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implementing** the interventions, with support of the SENCO.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

**Assess- Plan- Do- Review**

Using teacher's assessments and discussions with parents, the SENCo and class teachers will meet regularly to discuss the provision needs of the pupils in their class. Where these meetings identify children making less than expected progress for their age and individual circumstances, "*characterised by progress which:*

- *is significantly slower than that of their peers starting from the same baseline*
  - *fails to match or better the child's previous rate of progress*
  - *fails to close the attainment gap between the child and their peers*
  - *widens the attainment gap"*
- (SEND Code of Practice 0 – 25, 2014, p95)

The SENCo and class teacher will consider **Targeted Support** regardless of whether they are deemed to have SEND. These children will be described as 'catch up pupils'.

A pupil will be deemed to have Special Educational Needs "*where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*" (SEND Code of Practice 0 – 25, 2014, p94) A pupil's Special Educational Need will be identified in discussion with parents and, where appropriate, with pupils.

At Lower Park School we will endeavour to identify and closely monitor pupils with SEND at an early stage in their education although we recognise that some pupils' needs may only become evident as they develop.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child (LAC)
- being a child of a serviceman/woman

Where a child has been identified as have SEND, support will be put into place as follows:

- The class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.
- The class teacher and SENCo will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child.
- The class teacher will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on an SFP (appendix 2). This will be reviewed on a termly basis.
- The SENCo will deploy appropriate support through intervention as far as funding is available, programmes or individual support from the Interventions Team and will monitor and measure the quality of that provision.
- Regular feedback between class teacher and intervention staff will ensure continuity in learning for the child.
- The SENCo will keep records of the progress made through interventions and will track the cost of these.
- The class teacher will use formative assessment strategies to monitor progress made towards SFP targets and adapt where necessary.

Following review meetings between teachers and parents, the SENCo will review the impact of interventions and strategies used to date. Where adaptations are required, the SENCo and class teacher will discuss these and make adjustments to the provision. It may be decided that further investigation is required by the school SENCo in identifying specific difficulties whereby in-school assessments will be used.

Where the SENCo and class teacher, in consultation with parents, feel that further advice or input is required, the SENCo will refer the child to an external agency such as Educational Psychologist or Cheshire East Autism team or Health services..

All forms of intervention begin with an entry assessment and end with an exit assessment allowing for direct comparison thus enabling the SENCo to measure the impact of interventions on the progress of children undertaking the intervention.

#### **SECTION 4 – Managing Pupils Needs on the SEND Register**

The SENCo will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed termly.

All pupils on the SEND register will also be categorised by the level of support received: either **SEN Support** or **Education Health and Care Plan** (until 2018 this may also include the category **Statement**).

A pupil categorised as receiving **SEN Support** may only be supported by school via the SFP or they may have involvement from an external agency.

Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP.

Pupils with existing Statements of Special Educational Need will be gradually transferred over to an EHCP via annual review procedures. This will be completed by 2018.

Where the SENCo, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register.

## **SECTION 5 – Supporting Pupils and Families**

Parents may also wish to read the school's SEN Information Report which is published annually. This document will inform parents about the types of provision in place and the progress that children make in our school.

The school works with a variety of external agencies to ensure children and families receive the support they need.

At points of transition (i.e. between classes or moving from FS1 to primary school, or primary school to secondary school, or between primary schools), the school offer additional support to parents of pupils with SEND: the SENCo can, where necessary, support parents to visit alternative settings, e.g. special schools or secondary schools, to discuss their child's specific requirements. Pupils will also be offered additional visits to their new setting and opportunities to discuss and develop strategies for facilitating a positive transition.

## **SECTION 6 – Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a statement or EHCP which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

## **SECTION 7 – Monitoring and Evaluation of SEND**

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy:

The Governing Body will receive a brief report from the named governor on the outcomes of these meetings.

**The SENCo must:**

- Be a qualified a teacher.
- Attain or be in the process of attaining the National Award in Special education Needs Co-ordination within three years of appointment.
- Collaborate with the governing body and headteacher, with access to the school leadership team, to determine the strategic development of SEN policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day to day responsibility for the operation of the SEN Policy.
- Co-ordinate the specific provision made to support individual children with SEN, including those with EHC plans.
- Liaise with her relevant designated teacher where a looked after pupil has SEN.
- Advise on a graduated approach to providing SEN Support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- Liaise with the parents of pupils with SEN.
- Liaise with Early Years providers, and other schools, educational psychologists, health and social care professionals and independent and voluntary bodies.
- Be a key point of contact with external agencies, especially the LA., including on forums.
- Ensure that the school keeps the records of all pupils with SEN up to date.
- Inform the child's parents that SEN provision is being made, where the child does not have an EHC Plan.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Formulate a 1 page profile of the child with SEN.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers and other agencies including SEN charities.
- Be familiar with the provision of the local offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities together with those who do not have SEND
- Liaise with the Headteacher through appraisal target setting and performance management of Teaching Assistants.
- attend meetings weekly to discuss issues arising and to enable whole-school planning for provision
- Meet regularly with the SLT to discuss individual pupils and families for whom further action is required
- Monitor the planning for (including SFPs) and scrutinizes the books of children who are in receipt of additional provision
- Perform observations of pupils
- Agree all SFP targets, including strategies and provision, before these are finalised
- Monitor books and planning to check SFP targets are being taught

### **The Headteacher has a responsibility to:**

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Co-operate with local authorities during the annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out her duties.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.
- All staff are suitably trained.

### **Class teachers must;**

- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCo and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to learning to every pupil achieving.

### **The Governing Body must;**

Amy Beasley is the governor with a special interest in special educational needs and will meet with the SENCo termly to consider the following success criteria:

- The effectiveness of the school in meeting all children's SEN
- Any child's SEN are identified early
- Intervention programmes comply with best practice
- The child's views are taken into account
- Educational professionals and parents work in partnership
- SFPs are reviewed regularly
- Equal access to school activities for all pupils
- The extent to which standards have improved generally across groups of children with SEND – measured by SATs, APP, P-scales and PIVATs
- Numbers of children who move between different levels of the graduated response including the number who are removed from the Special Needs List.
- Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- Designate an appropriate member of staff (the SEN co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils with SEN.

- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEN, in line with their EHC plan.

## **SECTION 8 – Training and Resources**

Governors will allocate funds to meet the needs of pupils with special educational needs to the sum of £6000 per child. When a child requires a sum greater than £6000 per year to meet their needs, the SENCo will request assessment by the Local Authority for an EHCP.

The Intervention Team is a team of of teachers and TAs who deliver intervention across the school.

New staff to school will have an induction meeting with the SENCo to discuss the needs of the children throughout the school, school policy and practice and pupils with specific needs that the staff member may encounter.

The SENCo attends regular briefings and network meetings with other SENCos in the PDA and the Educational Psychologist in order to keep up-to-date with local and national updates in SEND.

Teaching and Learning resources are available from the SENCo but are stored throughout school. The SENCo manages the budget allocated by the governors for SEND consumables and for the Intervention Team.

## **SECTION 9 – Storing and Managing Information**

The SENCo will hold central records relating to pupils with SEND. This will include copies of all SFPs, EHCPs , CAFs and advice from external agencies. Where appropriate school based assessments will also be kept. These files will be locked in the cupboard in the SENCo's room/ small teaching room.

Each class teacher will have an SEND folder with copies of SFPs and recent advice from external agencies and important SEND information. These records will be stored out of sight

### **SECTION 10 – Reviewing the Policy**

This policy will be reviewed and agreed annually.

### **SECTION 11 – Accessibility**

See the school accessibility plan.

### **SECTION 12 – Complaints**

Complaints under this policy fall under the school’s General Complaints Procedure, which as a general rule promotes informal resolution of difficulties before more formal procedures are required.

Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA or from the Parent Partnership Service.

### **SECTION 13- Confidentiality**

Lower Park School will not disclose any EHC Plan without the consent of the pupil’s parents with the exception of disclosure:

- a. To the SEN and Disability Tribunal when parents’ appeals and to the secretary of State if a complaint is made under the Education Act 1996.
- b. On the order of any court for the purpose of any criminal proceedings.
- c. For the purposes of investigations of maladministrations under the local Government Act 1974.
- d. To enable any authority to perform duties arising from the Disabled Persons Act 1986 or from the Children’s Act relating to safeguarding and promoting the welfare of children.
- e. To Ofsted inspection teams as part of their inspections of schools and local authorities.

Signed..... Colin Richards (Chair of Governors

Date.....

## Appendix 1 – Interventions

Intervention	Entry Criteria & Description
Numbers Count 1	<ul style="list-style-type: none"> <li>· Year 1 – Year 3</li> <li>· Working at least 2 years behind</li> <li>· 40 sessions working 1:1, 1:2 or 1:3.</li> <li>· 4 sessions per week.</li> <li>· With a Numbers Counts teacher</li> </ul>
Numbers Count 2	<ul style="list-style-type: none"> <li>· Year 4 – 6</li> <li>· Working at least 2 years behind</li> <li>· 40 sessions working 1:1, 1:2 or 1:3.</li> <li>· 4 sessions per week.</li> <li>· With a Numbers Counts teacher</li> </ul>
Success at Arithmetic	<ul style="list-style-type: none"> <li>· Year 5 &amp; 6</li> <li>· Working 1 year behind</li> <li>· 3 taught sessions per week with one catch-up session.</li> <li>· 3 children.</li> <li>· 10 week programme.</li> </ul>
First Class at Number	<ul style="list-style-type: none"> <li>· Year 3 &amp; 4</li> <li>· Working 1 year behind</li> <li>· 25 sessions in a group of 4.</li> <li>· 3 taught sessions per week with one catch-up session.</li> </ul>
Talking Maths	<ul style="list-style-type: none"> <li>· Year 2</li> <li>· Children who need to secure specific mathematical language</li> <li>· 3 taught sessions per week with one catch-up session.</li> <li>· 3 children.</li> </ul>
Booster Maths	<ul style="list-style-type: none"> <li>· Year 2 &amp; Year 6</li> <li>· Securing age-related expectations</li> <li>· Teacher led – groups can vary and focus can vary depending on what the children need to learn next.</li> </ul>
Early Maths Skills	<ul style="list-style-type: none"> <li>· Year 1 &amp; 2</li> <li>· Securing basic number skills taught in EYFS</li> <li>· Daily sessions for up to 6 children.</li> </ul>
Sir Kitts Quest	<ul style="list-style-type: none"> <li>· Year 3-5</li> <li>· Securing Year 3 reading, writing and spelling skills</li> <li>· 30 weeks</li> <li>· Up to 6 pupils taught daily</li> </ul>
Project X Code	<ul style="list-style-type: none"> <li>· Year 2 – 4</li> <li>· Securing book bands up to Gold band.</li> <li>· 4 sessions with 1 catch-up</li> <li>· Can enter and exit at any point.</li> </ul>
Early Literacy Skills	<ul style="list-style-type: none"> <li>· Year 1 &amp; 2</li> <li>· Securing basic reading and writing skills taught in EYFS</li> <li>· Daily sessions for up to 6 children.</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>· Year 1 &amp; 2</li> <li>· Phase 2 &amp; Phase 3 catch-up</li> <li>· Daily for up to 6 children</li> </ul>
Precision Teaching	<ul style="list-style-type: none"> <li>· Any Year group – advised for specific children by</li> </ul>

	Psychologist
5 minute box	<ul style="list-style-type: none"> <li>• Year 2 – 6</li> <li>• Securing phonic sounds and high frequency words</li> <li>• Daily.</li> <li>• Taught 1:1</li> </ul>
Booster English	<ul style="list-style-type: none"> <li>• Year 2 &amp; Year 6</li> <li>• Securing age-related expectations</li> <li>• Teacher led – groups can vary and focus can vary depending on what the children need to learn next.</li> </ul>
Lego Therapy	<ul style="list-style-type: none"> <li>• Any age</li> <li>• Developing turn taking</li> <li>• 3 children per group</li> <li>• Twice per week</li> </ul>
Social Skills	<ul style="list-style-type: none"> <li>• Any age</li> <li>• Developing a greater understanding of social rules and conventions</li> <li>• Group size will vary dependent on children and skills being taught.</li> </ul>
Mentoring	<ul style="list-style-type: none"> <li>• Any age</li> <li>• Nurturing emotional support</li> <li>• 1:1</li> </ul>
Anger Management	<ul style="list-style-type: none"> <li>• Any age</li> <li>• Taught strategies for dealing with emotions</li> <li>• Group size will vary dependent on children and skills being taught.</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Year 6 or any age for pupils who find change difficult</li> <li>• Familiarisation with the change approaching and developing coping strategies</li> <li>• Group size will vary dependent on children and skills being taught.</li> </ul>
Sensory Circuits	<ul style="list-style-type: none"> <li>• Any age</li> <li>• Occupational Therapist directed exercises to develop fine and gross motor skills</li> <li>• Up to 4 children per session</li> <li>• Daily – preferably at the beginning of a session</li> </ul>
Write-from-the-start	<ul style="list-style-type: none"> <li>• Any age</li> <li>• Developing handwriting and fine motor skills</li> <li>• Up to 4 children per session</li> <li>• Daily</li> </ul>

## Appendix 2 – In-school Assessments

Assessment	May be used by	Purpose
British Picture Vocabulary Scale (BPVS)	SENCO, HLTA, SIC	Demonstrates children's understanding of language
Phonological Assessment Battery (PhAB)	SENCO, HLTA, SIC	Indicates difficulties in processing and phonological awareness
Working Memory Test	SENCO	Indicates where children may have difficulty retaining
York Assessment of Reading (YARC)	SENCO, TAs	Assesses children's understanding of phonic sounds, their reading pace, accuracy and speed. This test
PERA	SENCO, Project X Code trained	Assesses children's phonological awareness, reading
ELKLAN Tests: <ul style="list-style-type: none"> <li>· Information Carrying Words</li> <li>· Vocabulary</li> <li>· Blank Level</li> </ul>	SENCO, TAs	<ul style="list-style-type: none"> <li>· Assesses children's ability to understand and process key words in sentences</li> <li>· Understanding of vocabulary</li> </ul>
Sandwell Test	SENCO, Numbers Count Teacher, HLTA	Assesses children's mathematical understanding focusing on counting, place value, calculation and vocabulary

## Appendix 5 – Common Assessment Framework Procedures

Where a child or family require support exceeding that which school is able to provide or if additional expertise is required, a Common Assessment should be undertaken following the process:

- SENCO meets with parents to complete the CAF form. This constitutes an assessment based on information about the whole child/family.
- SENCO and parents agree appropriate agencies to engage.
- SENCO completes the CAF form seeking input from staff where necessary.
- Parents check the CAF to ensure accuracy.
- SENCO logs the CAF with the Central CAF Team.
- SENCO sends the CAF to all identified external agencies.
- SENCO calls a Team Around the Child (TAC) or Team Around the Family (TAF) meeting, inviting parents and all agencies engaged with the family OR SENCO takes the CAF to a Locality Assessment and Referral Meeting (LARM) to discuss more complex needs.
- Agencies engage
- SENCO holds half termly TAC or TAF meetings with families and agencies.

## Appendix 6 – External Agencies

**Speech and Language Therapy;** concerns around speech and communication & interaction

**Physiotherapy;** for children experiencing physical difficulties requiring exercises

**Occupational Therapy;** for children who have difficulties with their fine and gross motor skills

**Social Services;** support for families.

**Family Worker / Locality Team;** support for families

**Specialist Teaching Service;** for educational advice and strategies to support including managing behaviour

**Educational Psychologist;** assessing children and providing strategies for support educational and managing behaviour

**Children and Adolescent Mental Health Service (CAMHS);** providing counselling and support for pupils with emotional and mental health difficulties

**Community Pediatrician;** to assess and diagnose medical conditions

**Stars Children's Bereavement Service;** counselling children coping with grief