

Information for
Educational Settings



ANNA GRANGER

SEN AND INCLUSION CONSULTANCY

*Inspiring Inclusion with
Compassion & Curiosity*

Welcome



Inspiring Inclusion with Compassion & Curiosity



I am excited to be launching my independent SEN & Inclusion Consultancy Service, to continue working as an Outreach Specialist Consultant in the Shropshire, Telford & Wrekin area. I am dedicated to placing the children and young people's needs at the heart of my support. I am also keen to promote the importance of working collaboratively with other professionals and agencies to work towards the best possible outcomes for each young person and educational setting I work with.



I began working in the field of Special Educational Needs in 2007, having graduated from university with a First-Class Honours degree in Drama. My journey and passion for specialising in the area of autism began when I worked as a support assistant for a child with additional needs. Inspired by this work and dedicated to expanding my knowledge, I gained my Post-Graduate Diploma in Autism, followed by a master's qualification in Education (SEN & Inclusion) in 2013.

The learning gained through these qualifications and the practical experiences of researching and implementing autism specific curricula, have enabled me to provide specialist support, underpinned by the theoretical knowledge around neurodiverse needs. I am always keen to develop and grow as a practitioner and am currently in the process of gaining my ADOS and ADI-R qualifications, which are two methods used within the diagnostic process for Autism Spectrum Disorder. This additional experience will equip me with the relevant diagnostic understanding and skills to expand my knowledge and provision.



I began my career as a Specialist Support Assistant and Advisor for Woodlands Outreach Service in 2008 and remained in this diverse and exciting role for six years. Following this, in 2014, I joined Spectra Inclusion Support Team, as a Specialist Advisor for Autism and, more recently, as the team lead for Inclusion and Wellbeing. For the last eleven years, I have been

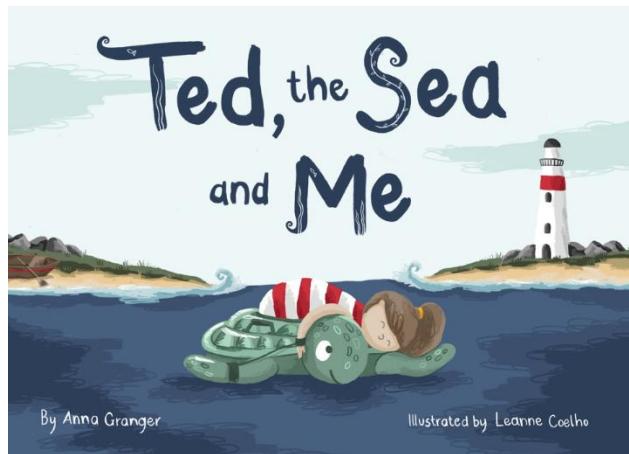




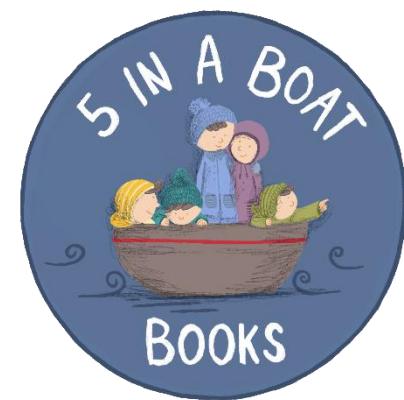
fortunate to be part of this highly regarded organisation and aim to continue to provide an outstanding service, where the needs of the children and young people are at the forefront of my work. During the past seventeen years working in Outreach in Shropshire, Telford & Wrekin, I have seen many changes in the field of SEN, which has equipped me with the knowledge and experience to approach my work with confidence and clarity.

In these roles, I have had the pleasure of visiting and supporting staff and pupils in over fifty primary schools, twelve secondary schools, three further education settings and several specialist schools. This support has included leading group work, delivering direct intervention for pupils, training for staff and writing initial advisory reports. I have

also been involved in leading training for parents as part of the Autism West Midlands Annual Conference, for PGCE students and health professionals.



Alongside my passion for supporting children and young people with Special Educational Needs, I have pursued my interest in Mindfulness and Meditation and consider this to be an invaluable aspect of my professional practice. I am a certified Connected Kids Tutor and Mindbody Practitioner, which enables me to adopt a more holistic view when building a picture of a young person's needs. As a qualified teacher of Classical Greek Dance, alongside my experience in theatre and media, I try, where possible, to combine my creative side with my work. During the COVID-19 pandemic, I wrote and self-published a children's picture book, called 'Ted, the Sea and Me', which explores the role of emotional regulation using the analogy of the sea. I created a range of worksheets alongside the book to engage readers in developing their understanding of emotional



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well-being and mindfulness. This book has been sold in Waterstones, is used in schools to develop awareness in this area and appears on the Zones of Regulation 'Book Nook' list as a recommended read for supporting emotional regulation.

Compassion and Curiosity are two core values at the centre of the support I offer young people and their families. These values enable me to explore and understand the individual needs of each young person I work with, so that my support and recommendations for educational settings are person-centred and bespoke.



SEN & Inclusion Consultant

I.S.T.D (Classical Greek Dance), BA (Hons) Drama, First Class Honours, MA Education (SEN & Inclusion) MBFI Certified Mindbody Practitioner & Connected Kids™ Tutor

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Testimonials



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Anna has a wealth of knowledge and experience. She is always welcoming and positive. Her support for young people is creative, resulting in positive engagement.

Anna supported our daughter when she was struggling with the transition into secondary school. When Anna first became involved, our daughter was experiencing school-related anxieties and was eating very little due to a fear that she was going to be sick. She was on a reduced timetable and was very withdrawn and reluctant to go to school or leave the house. Anna quickly identified ways in which the school could support her to re-engage and feel safe and secure in the secondary environment. She took the time to discover her interests, which meant she could tailor her one-to-one support accordingly, and her calm and nurturing approach encouraged our daughter to share her thoughts and feelings openly. She looked forward to her weekly sessions with Anna, and we quickly started to see her confidence grow and school-related anxieties reduce. From the first term of year 8, our daughter was able to return to school full-time and is now thriving in year 10. Next month, she will be going on a school trip to Italy for a week; something we never thought she would have the confidence to do. We will be forever grateful for Anna's support, which was invaluable in helping us to navigate an incredibly difficult time.

Anna has worked with my son periodically between the age of 3 and 11 years old. During this time, Anna has facilitated class and school transitions, ensuring the school and teachers were equipped to make the transitions as seamless as possible. She has also supported my son's emotional regulation and peer interactions over the years. Anna has helped the school to understand where my son was struggling and how best to support him, which made a significant difference to his experience in the classroom. The support, intervention, and feedback from Anna have enabled us as a family to better support my son—and have also helped him to better understand himself and his emotions.

Support Options



Initial Advisory Report

- This Report aims to build a picture of a child or young person's possible needs in their educational setting, through an in-depth informal assessment of their strengths & challenges. This includes observing the child/young person in their setting, meeting with them 1:1 to hear their views, receiving feedback from staff, and meeting with parents. These reports are designed to enhance the inclusion of a child/young person in their educational setting by providing specialist educational advice and support strategies. Where appropriate, these reports, may suggest consideration for further formal assessments. These reports should not be regarded as medical opinion or diagnosis.

Transition Review Report

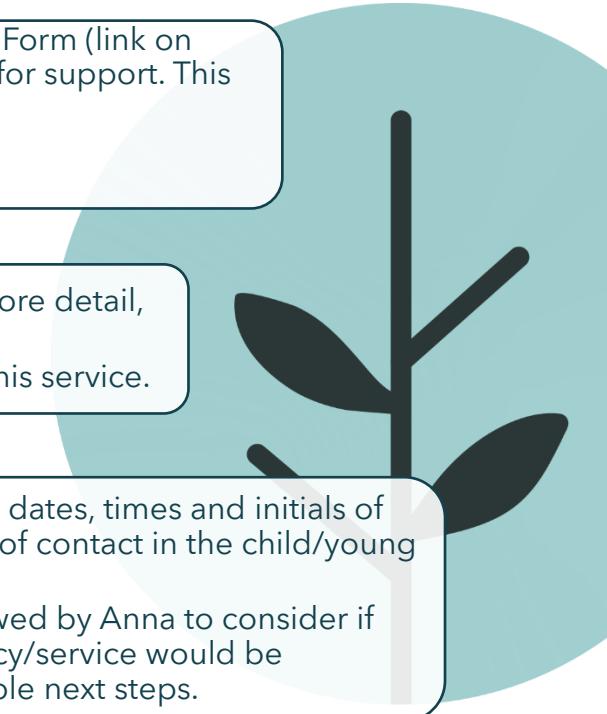
- This provides an up-to-date assessment of the child/young person's current needs and would be appropriate as a follow-up, if the child/young person has been previously seen by this service. This information could also be used to provide advice and recommendations for children and young people transitioning between year groups and educational settings.

Direct Intervention Options

- These options can include 1:1 support for a child or young person, which is tailored to their individual needs and may include, but is not exclusive to, work around emotional regulation, social awareness and managing anxiety. This support may draw on specific curricula programmes and will be adapted to engage the interests of the child/young person. Other focus areas for this support may include:
 - Mindfulness & Meditation strategies to alleviate and manage stress and anxiety.
 - Visual and Practical activities for understanding how the brain works and the role of positive psychology.
 - Creative approaches to promote flexible thinking through a CBT-based model.
 - Specific curricula-based activities designed to develop an understanding of emotional regulation and associated strategies.
 - Narrative-based interventions to explore a range of areas, such as emotional regulation, social skills, and theory of mind.

Referral Process

If you would like to refer a child/young person to be considered for further support from this service, please read the branches of our referral process so that you understand how requests for further involvement are considered.



- Branch 1**
 - If you would like to receive support from this service, please complete the Microsoft Office Form (link on page 8), to provide consent for this service's terms and conditions and to submit a request for support. This may include;
 - Purchasing a package, if you are seeking more long-term, regular support **or**
 - Stand Alone Visits, if you require a series of 1:1 support sessions and/or a report.
- Branch 2**
 - Once your Microsoft Office form has been submitted, you will be contacted to discuss, in more detail, how you wish to use this subscription.
 - You will be asked to complete a pupil referral form for any child/young person referred to this service.
- Branch 3**
 - If a subscription has been requested & agreed, a timetable will be created to detail the visit dates, times and initials of the pupil being supported. This timetable will be shared and agreed with the named point of contact in the child/young person's educational setting.
 - If requesting a report, any referral form(s) and additional paperwork received, will be reviewed by Anna to consider if this Consultancy is the most appropriate, or whether referral to an alternative outside agency/service would be advisable. Anna will arrange a telephone conversation to discuss your referral and possible next steps.
- Branch 4**
 - To ensure the best outcomes for the child/young person being supported, weekly verbal and/or written feedback will be delivered to the designated staff member for this student, to report on the pupil's engagement in the sessions, areas being supported and any relevant recommendations.
 - Written reports will be sent to the child/young person's educational setting, four weeks after the final information gathering activity.

Support Options



Please click on the Microsoft Office forms link to indicate the type of support you require.

Packages	Number of Sessions (One Session = 3 Hours)	Fee	Microsoft Office Form Link for Subscription Request
 Oak	20 + sessions	£240/session	https://forms.office.com/r/bFjbUV4z8X
 Birch	10-19 sessions	£250/session	
 Willow	3-9 sessions	£260/session	
Stand-Alone Visits	Rate	Fee	Microsoft Office Form Link for Stand-Alone Support Request
1:1 Direct Intervention (1.5 Hours)	Flat Rate	£150	https://forms.office.com/r/7m27EFcLDd
1:1 Virtual Direct Intervention (1.5 Hours)	Flat Rate	£125	
Initial Advisory Report	Flat rate	£575	
Transition/Review Report	Flat rate	£525	
Training	Rate	Fee	
Training (1.5 Hours)	Flat Rate	£270	
Half Day Training (2.5 hours)	Flat Rate	£450	

Service Level Agreement, Terms & Conditions



Anna Granger - SEN & Inclusion Consultancy Service aims to support the inclusion of children and young people with needs related to the autism spectrum, ADHD, social interaction and communication difficulties, challenging behaviour, anxiety and low self-esteem.

Referral Forms: Please kindly complete all relevant details, and return the referral form and parental/carers' permission together with any relevant reports via email to the annagrangersen@outlook.com

Reports: Please note that when a report is requested, the writing of that report is within purchased sessions. Where a report is required, two sessions will be needed, with one session for the school/college visit and a second for the report. If it is felt that the case is more complex then, occasionally three sessions may be required, but this would be agreed in advance. Every endeavour will be made to share reports four working weeks from the last information-gathering activity.

Purpose of Reports: Reports produced by Anna Granger, seek to enhance the inclusion of children and young people with a range of possible additional needs in their educational setting. These reports endeavour to build a picture of a child/young person's possible needs, provide advice for educational settings, and may suggest consideration for further formal assessments. **These reports should not be regarded as a medical opinion or diagnosis, and this information should be made clear to staff and parents when a report is commissioned.**

Safeguarding: Where a disclosure is made by a child/young person, the designated safeguarding lead in the setting/school will be informed, using the relevant safeguarding document. If it is felt that the educational setting has not adequately responded or reported this information to the relevant service, then direct contact will be made, with that service, by this Consultancy.

Training: Please ensure the accommodation is suitable. If the agreed training includes delivery of a presentation, please ensure there is access to a laptop/computer and projector or interactive whiteboard.

Subscription Period: It is required that all the sessions purchased by a school for the agreed 2025 - 2026 subscription period, are to be used by the educational setting *within* the subscription period. Sessions not used within this period cannot be carried over.

Sessions: Each session is for 3 hours equivalent of staff time, and any preparation, liaison and feedback arising from within these 3 hours. The content and focus of sessions shall be agreed upon with service users regarding the needs of their setting. *Please note that these three-hour sessions cannot be divided and must be used for either a full morning or afternoon of support. If stand-alone 1.5-hour sessions are required, this will be charged at a flat rate of £150 for face-to-face support and £125, if delivered virtually.

Parent/Carer Consent: It is the responsibility of the educational establishment to obtain signed consent from the parent(s) or carer(s), before a child or young person is referred to this Consultancy for support. Such consents include permission for the sharing of information and reports with other agencies, as appropriate. If parents are separated or divorced and both have parental responsibility, the expectation is that the educational setting would be responsible for ensuring that both parents/carers are aware of, and agree to, the referral.

Cancellations: If a child is absent, please inform Anna Granger as soon as possible, using her contact telephone number, so that the session can be rearranged. If the session is cancelled on a second occasion, the educational setting will be charged the full sum for this session. If Anna is unable to attend a scheduled visit, she will contact the school as soon as possible to arrange an alternative date.

Resources: Resources used/shared are included in the session prices.

Travel: Travel costs are included in session prices for all travel in Shropshire, Telford and Wrekin.

Invoices: Invoices will be sent within commencement of the first two weeks of the visit/period of support and should be paid by the due date on the invoice. Prompt payment of these invoices is greatly appreciated.

Insurance: Anna Granger holds Professional Indemnity and Public Liability Insurance.

Data Handling: Anna Granger is registered with the Information Commissioner's Office. The GDPR and Data Protection Policy are available on request.