



**Marton Manor Primary School**



## **SEND INFORMATION REPORT** *For Parents and Carers*



Creation Date: September 2025  
To be reviewed annually.

## Foreword

Special Educational Needs and / or a Disability (SEND) can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to autism spectrum disorder, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique. As such, a carefully planned approach is needed, often additional to high quality class teaching in order for these children to achieve as well as they can.

Our school and Trust has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school and Trust websites, Some examples are:

- SEND and Inclusion Policy
- Admission Arrangements
- Accessibility Plan
- Equality Objectives

## Our Trust Mission and Guiding Principles

All schools within Lingfield Education Trust are bound by a common sense of duty and aspiration for all of our children. This is driven by our common mission – and what we want to be remembered for as a family of schools:

**Our SEND Mission...** *what do we want to be remembered for?*

**The Trust had inclusion at its heart. It ensured that every child was seen, valued and included. All pupils thrived, and went on to succeed in a fulfilling and meaningful life.**

In order to achieve our mission, we believe in the following principles in order to achieve our mission:



## Our Trust Charter

In line with our mission, the following parent charter guides our work with families each and every day. This charter forms part of our promise to you regarding what you can expect from us as a school, as parents and carers.

# PARENT CHARTER

Our promise to parents of children with  
SEND in Lingfield Trust

**As a parent and/or carer in our trust, we pledge to try our best to make sure that you experience us as:**

|   |                                                                                       |
|---|---------------------------------------------------------------------------------------|
| P | <b>Positive:</b> We will focus on the can dos and offer solutions.                    |
| A | <b>Approachable:</b> We will make it easy for you to talk to us.                      |
| R | <b>Reliable:</b> We will give you the most up to date advice and guidance.            |
| T | <b>Transparent:</b> We will always be open and honest.                                |
| N | <b>Non-judgemental:</b> We will not make assumptions, judgements or criticisms.       |
| E | <b>Empathetic:</b> We will always see things from your child's point of view.         |
| R | <b>Resourceful:</b> We will use the assets that we have to best support our children. |
| S | <b>Supportive:</b> We will be there to give help, assistance and encouragement.       |

**Lingfield**  
Education Trust

## What about..?

Below are some commonly asked questions about our school's offer for children with an additional need. We hope that you find the information useful. If you do not find the information that you need, please get in touch!

### What is a 'SENDCO', who is it and how do I contact them?

A SENDCO (Special Educational Needs and Disabilities Co-Ordinator) is a qualified teacher who has the responsibility for ensuring children with special educational needs or disabilities (SEND)

receive the support they need in school. The SENDCO will work closely with teachers, parents and other professionals to identify children who require additional help and support in order for them to progress and succeed. The SENDCO will help put support plans in place, monitor progress and review strategies and support processes to ensure the needs of all children with SEND are being met appropriately.

**The SENDCO at Marton Manor Primary School is Mrs Blades.** You can contact them via the school email address – [mm-schoolemail@lingfieldtrust.org.uk](mailto:mm-schoolemail@lingfieldtrust.org.uk) or call the school office on 01642 285001.

Key contacts for SEND in our school are:

|                                                    |                                   |
|----------------------------------------------------|-----------------------------------|
| <i>Head Teacher</i>                                | <i>Mrs Rehbohm</i>                |
| <i>SENDCO</i>                                      | <i>Mrs Blades</i>                 |
| <i>SEND Governor</i>                               | <i>Mrs R Parker</i>               |
| <i>Designated Safeguarding Leads</i>               | <i>Mrs Rehbohm and Mrs Blades</i> |
| <i>Deputy Safeguarding Lead</i>                    | <i>Miss Pettitt</i>               |
| <i>Pastoral Lead</i>                               | <i>Mrs Blades</i>                 |
| <i>Designated person for Looked After Children</i> | <i>Mrs Blades</i>                 |

### *Contact details:*

Marton Manor Primary School

The Derby

Middlesbrough

TS7 8RH

Tel: 01642 285001

Email: [mm-schoolemail@lingfieldtrust.org.uk](mailto:mm-schoolemail@lingfieldtrust.org.uk)

### *Which kinds of SEND are provided for at our school?*

The Code of Practice categorises four areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical needs. These four areas. Below is a breakdown of the possible difficulties within each of the four areas.

Communication and Interaction – speech, language or communication difficulties, challenges using or understanding language, conditions such as autism spectrum disorder (ASD), speech delays, social communication difficulties, speech and language disorders.

Cognition and Learning – general difficulties acquiring and applying new knowledge and skills, learning disabilities, difficulties with memory, processing and problem-solving, developmental delays, specific learning difficulties such as dyslexia, dyspraxia or dyscalculia.

Social, Emotional and Mental Health – emotional difficulties, social challenges, mental health needs such as anxiety, depression or low mood, emotional dysregulation, attachment disorder, trauma-related difficulties, attention deficit hyperactivity disorder (ADHD), behavioural challenges.

Sensory and/or Physical – Difficulties with movements, co-ordination or motor skills, physical disabilities, sensory processing disorder, hearing, visual or multi-sensory impairment (combined hearing and visual impairment).

These areas help to categorise and understand the needs of our children, and by addressing these we can work to create an inclusive environment which meets the needs of each individual child to support personal development, progress and success.

### *How do we identify children who may have SEND and assess their needs?*

We aim to identify children's special educational needs (SEND) as early as possible, so that they have the best possible outcomes.

Often, children may join our school, with parents having a clear picture of their child's needs – parents know their children best – and as a school we see parents as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss such concerns and agree a way forwards. For some concerns, we may discuss the involvement of the Educational Psychology Service, the SEND Support Service, the Occupational Therapy Service, Child and Adolescent Mental Health Service or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more often in order for advice to be offered to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services in order to address the needs as best as possible. As previously mentioned, if these needs are addressed, we are confident in the outcomes of such support, and the issue has been resolved, your child will no longer be placed on our SEND register.

There are three categories at Marton Manor Primary School:

- **Cause for concern/Monitoring:** When school identifies that a learner is struggling with any aspect of school life compared to their peers, they can note their concerns for the child. This involves making notes on the child's needs and sharing these concerns with families. Children who have their concerns noted are reviewed termly by the class teacher and SENDCo. The decision is then made to continue to monitor, or to register the child as having SEND. If there is no longer a concern, then the child is removed from monitoring. All decisions are made in partnership with families.
- **SEND Support:** This is a formal recognition of SEND. A SEND support plan is developed in school with input from both the child and their family, which always starts with the voice of the child. It identifies the learners' needs, sets out targets that will support the learner to make progress, and the provision and support needed to meet these targets. These are reviewed termly and changes are made when appropriate.
- **An Education, Health and Care Plan (EHCP):** This is highest level of SEND and children and young people with plans are considered the most vulnerable learners. There is formal process of assessment should learners be considered for an EHCP which is a multi-agency process, that includes the child or young person and their family. Where appropriate, services from health and social care may also be involved. An EHCP is a legal entitlement to provision which is initiated, maintained and ceased by the Local Authority, but reviewed and monitored by the school and families at least annually.

### *How do we consult with parents of children with SEND and involve them in their child's education?*

We aim to consult with parents about their child's education through regular, open and supportive communication. Formal parent's evenings take place regularly throughout the school year. Additionally, parents can make alternative appointments with their child's class teacher or via the school office if required, at a time that is mutually convenient. School may also consult with parents via telephone calls, emails or Class Dojo. Parents are also frequently invited into school to share a range of activities and to informally discuss their child's progress, which include enrichment afternoons, information sharing meetings, performances, school fayres and coffee mornings.

When discussing the needs of children with SEND, parents are encouraged to attend meetings and share their views around their child's progress and development. SEND support plans are reviewed and updated regularly, and new targets are set. Parents are invited to attend additional support parents evenings when copies of these plans are shared with parents for their information, and to allow them the opportunity to contribute their views. Parents of children with an Educational Health Care Plan (EHCP) are invited to annual review meetings where staff, parents and often other external professionals work together to review progress, discuss concerns and set new targets.

The SENDCO plays a key role in ensuring parents of children with SEND are informed and involved in decision-making, particularly when identifying needs or planning further support strategies. We believe parental involvement is an essential part of understanding the child's needs and ensuring the correct support is effective and appropriate.

### *How do we consult children with SEND and involve them in their education?*

We actively involve children with SEND in their education by creating continuous opportunities for them to share their views, their wishes and feelings about their learning and support. This is done through regular discussions with familiar adults, using child-friendly visual aids and concrete resources for children to share their preferences. Children with SEND are also included in pupil voice discussions with the school governors and visitors.

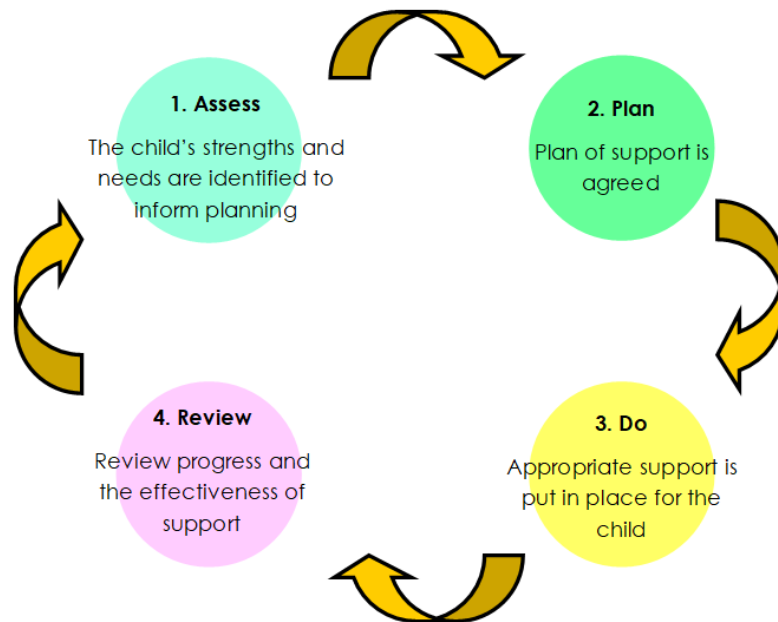
In all SEND support plans children are given the opportunity to share their views on their education and support in place. Where appropriate children are involved in their target setting and reviewing their own progress during SEND support meetings. By involving children with SEND in these discussions, we build confidence, promote independence and encourage ownership of their own progress and development.

Most importantly, we pride ourselves on the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a clear picture of what our children enjoy, what works and what they need.

### *How do we assess and review children's progress?*

Regular reviews and assessments are an essential part of a child's educational development. It ensures the support in place is effective and appropriate in meeting the child's needs, and it allows teaching staff and the SENDCO to identify new or changing needs at an early stage.

To effectively assess the progress of children with SEND, we follow an Assess, Plan, Do, Review approach as described below:



**Assess** - The child's needs will be assessed to ensure the correct support is provided. Teachers, children and their parents will be involved in this stage of the process, giving them the opportunity to share their thoughts. This will be reviewed regularly.

**Plan** – School and parents and where appropriate, children, will discuss the planning of support, and what it is we collectively want to achieve. All those involved will have a say in what support will be provided. A date will be set for when these outcomes will be reviewed and to see whether they have been achieved

**Do** – School will put the support from the planning stage in place. Support strategies will be shared with parents to encourage use at home, and to promote consistency for the child. The child's teacher remains responsible for working with the child on a daily basis, and the SENDCO and other specialist staff will provide further advice if needed. They will also work closely with teachers to track progress and monitor the effectiveness of the support strategies in place.

**Review** – The planned support will be reviewed regularly, teaching staff and the SENDCO will evaluate the effectiveness of the support and adapt if necessary. Reviews will be completed at a minimum of three times a year.

This ongoing cycle ensures that the provision and support strategies in place are effective and focused on helping the child reach their full potential. The benefit of taking this approach also provides the opportunity to regularly review what is working well and importantly what can be improved from both a child and teacher perspective. Embedding a review cycle allows us to continuously support the needs of our SEND children, as well as continuously refresh the strategies that we apply.

### *What additional support for learning is available to children with special educational needs or disabilities?*

In school we offer a range of additional support to ensure children with SEND can access learning and make a good level of progress. This support may include adaptive teaching strategies, targeted interventions, specialist resources, visual aids and assistive technology.

Alongside the support we offer in school, we work closely with a wide range of external agencies and specialists to seek advice, and to work collaboratively to plan and implement further support strategies. These services include:

- Speech and Language therapy
- Occupational therapy
- Educational Psychologist
- Learning & Language Team
- Outreach support
- STARS – Sensory Teaching Advisory Resource Service
- School nurse team
- CAMHS
- Social Care and Stronger Families
- Tees Valley Getting Help Service – Counselling and children's wellbeing service
- Attendance and Welfare service

Due to their expertise in their fields, these services can help school in supporting children with SEND by carrying out detailed assessments and providing recommendations for appropriate strategies and resources. By working collaboratively, we can ensure the most effective support is in place for our children with SEND.

### *How do we support children moving between phases of education and in preparing for adulthood?*

With the right support, the great majority of children and young people with SEND or disabilities can find work, be supported to live independently, and participate in their community and we encourage these ambitions from the start.

Our support for children with SEND includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life.

If a child or young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education and includes decision-making and target setting in line with the preparation for adulthood outcomes under the headings of Employment, Independent Living, Community Inclusion and Health & Wellbeing.

At Marton Manor, we understand that moving between phases of education can be particularly challenging for children with SEND. In our school we support children with SEND through each phase of their education through a carefully planned approach. We collaborate with parents, previous or future settings and professionals to ensure smooth transitions between year groups and key stages. Children may change schools for a variety of reasons and will also transition to secondary school at the end of Year 6.

We use a range of strategies to support our pupils, such as additional visits to new classrooms, transition days including meet the teacher, visual supports such as timetables and now and next boards for understanding of new routines, social stories and transition booklets. These are all tailored to children's individual needs and are implemented in time to prepare children for upcoming changes.

### **Children transferring from another school to Marton Manor Primary School:**

When children join our school, we work in partnership with their previous setting to ensure we have all information and paperwork pertaining to the learner's needs, and follow advice surrounding provision.

- The SENDCo may visit the pupil in their current setting
- The pupil and parents will be invited to visit Marton Manor and the child can attend some visit days to meet with new teachers, support assistants and peers.
- SENDCos from previous schools will pass information to Marton Manor and this will be shared as necessary

### **Children transferring to another school from Marton Manor:**

We have close links with our secondary schools and the following outlines the transition process that is followed:

- Parents and students in Year 5 and 6 are invited to visit the schools in the autumn term
- Pupils with an EHCP begin their transition planning at the Year 5 Annual review so that particularly attention is paid to their needs in the following transition year, and to discuss the most appropriate setting. This would usually be one of the following:
  - Mainstream secondary school,
  - Mainstream secondary school with support
  - A specialist base within a mainstream secondary school
  - A special education school.

In some exceptional cases, children may be offered a placement from outside the Middlesbrough area, if it is felt that the setting best met the student's needs. SEND case officers are expected to attend annual reviews for children in Year 5, and should the decision be made to continue with EHCP support, a 'phase change' EHCP will be issued.

- Once a place has been confirmed, the SENDCo liaises with parents and the secondary school
- Information is often gathered from parents and school by secondary SEND staff;
- Talks with the primary schools begin in Year 6 and for those with an EHCP or additional needs, the SENDCo meets with Secondary SENDCos to share information
- Information is transferred to the Secondary setting prior to the pupil beginning Year 7.
- A transition plan is put in place which could include visits to the secondary school in addition to standard transition days
- A mentor might be put in place as a familiar adult to help with transition and our own support staff will also accompany students on transition days as and when this is appropriate.

### ***What is our approach to teaching children with SEND?***

The Lingfield Teaching Compass aims to embed a 'SEND from the Start' approach which ensures our fundamental offer provides a fully inclusive, broad and balanced curriculum for all children, including those with SEND. Teaching staff provide this through quality first teaching; a high standard of teaching that all children receive daily. This involves well-planned, engaging and accessible lessons that are adapted appropriately to meet the needs of all learners. This is implemented through a range of strategies such as visual aids, reduced language, use of prompts and particular seating arrangements. An accessible curriculum ensures all learners, regardless of their individual needs can participate in learning, make progress and feel included.

If a child with SEND is not making expected progress through quality first teaching, additional targeted support will be implemented focusing on specific areas of learning, such as reading, writing, maths, speech and communication or emotional regulation. Teachers and the SENDCO

will work together to plan this additional support and to implement strategies or interventions to allow children with SEND to continue to access the curriculum.

### *What adaptations are made to the curriculum and the learning environment of children with SEND?*

Marton Manor Primary School is on one level with four classrooms accessed via an internal ramp/three steps to a slightly raised level. There is a disabled parking space on site and all visitors can access the main reception via an accessible entrance. Most classrooms are wheelchair accessible and there are disabled toilets and a changing room on site.

All classrooms aim to be inclusive for all learners, meaning many aspects of the environment are considered to meet the needs of all pupils. For example, the physical layout of the classroom will be considered, visual supports will be available in the room such as visual timetables with words and pictures/symbols and the learning environment will be neutral and calm to provide a low stimulus environment (including lighting and noise levels). We have break out areas around school which provide a safe space for children with SEND to work in a smaller, quieter environment or to support their self-regulation or sensory needs.

### **Some examples of additional provision which could be suitable for a child with SEND could include:**

- Individual and small group teaching, following dedicated programmes to address specific needs;
- Small group focus work to address shared issues, either within a lesson or as additional sessions;
- Support from specialist colleagues, such Occupational Therapy, Speech and Language and physiotherapy;
- Learning Support Assistant support within class to support with class work, help students to self-regulate, or to implement adapted provision;
- Additional resources to enable better access to the curriculum. This could include seating positions, the use of writing aids, and concentration tools.
- Thorough assessments undertaken by Educational Psychologists to identify exact areas of need, that are then addressed;
- ICT resources, such as the use of ipads and laptops to support with recording, and talking tins to support with memory;
- The use of talking therapy, such as Thrive and support from The Junction Foundation
- Access to outreach support from the SEND team and special schools/bases.

### **Our Specialist Provision:**

Marton Manor Primary School incorporates an additionally resourced provision (The Base) for children with and diagnosis of Autism.

Our Base provides a nurturing, needs-led environment enabling detailed assessment to take place and specific and targeted work to be delivered on a day-to-day basis in a small group setting. The Base provides specialist teaching for pupils with Autism with a high ratio of adult: pupil support. Pupils access the Support Base in accordance with their own individual needs. For some,

this will be full time and for others it may only be for certain curriculum areas. The rest of their time is spent in their year group classes, with support when required.

Pupils who attend the Support Base may have an EHCP but it is not a requirement to access the provision.

The Provision has 15 places across Reception to Year 6 and places are commissioned by Middlesbrough Local Authority. Admissions are managed through a Local Authority Place Planning Process.

### *How are equipment and facilities to support children special educational need secured?*

We consider the needs of children with SEND and following the advice and recommendations shared through external services, we identify the required equipment and resources. These range from learning resources, sensory and physical support, emotional wellbeing tools, technological support and professional services. This is secured through school budget or the local authority's high needs funding. School also carries out regular reviews to ensure facilities are appropriate and inclusive, making reasonable adjustments in line with the Equality Act 2010 to promote full access and involvement for all children with SEND.

### *What expertise and training do staff have in order to support children with SEND?*

All teachers have qualified teacher status and teaching assistants have a minimum of a Level 2 qualification. There is a programme of professional development to ensure teachers, teaching assistants and support staff meet the special educational needs of our children and stay up to date with current research into teaching, learning and safeguarding. The SENDCO holds the National award for Special Educational Needs and Disabilities qualification.

All staff are encouraged to enhance their skills and knowledge through ongoing continuous professional development. This includes training in areas such as autism, ADHD, dyslexia, sensory needs or targeted training such as the delivery of interventions, phonics programmes or occupational therapy strategies. The SENDCO directs class teachers to courses or training that are appropriate for individual children they are working with. Staff with expertise or a specialism share their knowledge and best practice amongst other staff to strengthen the quality of teaching and support across school.

### *How is specialist expertise, such as educational psychology, secured?*

If a child's needs are not being met though Quality First Teaching and targeted in-school support, and there is evidence that more specialist support is required the SENDCO will seek further advice from external services. This usually follows the assess, plan, do, review approach, where school have identified concerns, implemented support and monitored progress over time. Following consultation with parents, the SENDCO will submit a referral to seek further support from appropriate professionals.

Marton Manor works with a range of specialists regularly throughout the year, to provide regular support for children with SEND. Some of these include:

- The Speech and Language Therapy service
- The Outreach and Inclusion Team
- Educational Psychologist
- Occupational Therapy
- Learning & Language Team
- Tees Valley Getting Help Service
- The Bungalow Partnership

The SENDCO co-ordinates these partnerships, arranges visits, assessments and termly reviews to ensure the advice and support shared is used effectively in school. Collaborative work between school and these services is essential in the planning and implementation of appropriate and effective support for children with SEND.

### *How do we evaluate the effectiveness of our provision made for children with SEND?*

To ensure support and strategies in place are meeting individual needs and enabling progress, SEND support plans and EHCPs are reviewed in line with national standards. This involves you as parents, teachers, specialists and the child where appropriate. Academic and personal development progress is monitored using assessments, observations and reports. We review progress and attainment to identify which interventions and strategies have had the most impact and pupil voice is gathered to understand your child's views on their support and progress. The SENDCO and school leadership teams use this evidence to adapt and improve the provision to ensure it remains suitable and effective. Regular reviews with governors, Lingfield Education Trust and Ofsted inspections form part of this evaluation process.

### *How are children with SEND enabled to engage in activities with children in the school who do not have SEND, including physical activities?*

We believe all children including those with special educational needs should be offered a broad, balanced and inclusive curriculum. Children with SEND are supported to take part in all activities alongside their peers, including physical activities through the planning and implementation of reasonable adjustments. To enable this, a range of adaptive teaching strategies will be considered, such as additional adult support, adaptive equipment and resources, simplifying instructions and vocabulary, adjusting tasks or using visual aids or assistive technology to suit specific needs. In order for these support strategies to be successful, teachers and the SENDCO carefully plan and introduce these to the children for them to participate safely and confidently. Where necessary, risk assessments and individual support plans will be used to ensure children can access activities and feel valued and included.

We invite all children including those with SEND to participate in our wide range of after school and lunchtime activities, which are adapted to meet the individual needs of children as well as promote inclusivity. Our clubs offer opportunities to develop a range of academic and social skills as well as developing independence, communication, resilience and self-help skills.

### *What support is available for improving emotional and social development?*

At Marton Manor Primary School, we have a whole-school approach to promoting the health and well-being of all our pupils. We recognise that all adults have a full and active part to play in protecting our pupils from harm and that every child's welfare is our paramount and collective concern, as identified in our Safeguarding Policy.

We understand that developing the emotional wellbeing and resilience of your child will enable them to develop into a healthy adult in the future. Our school provides a caring, positive and safe environment for your child where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

We will offer personal, social and emotional guidance to your child at each stage in their educational journey, in line with our curriculum for Personal, Social and Health Education (and Citizenship).

Our pastoral lead, Mrs Blades, offers and arranges regular emotional support for children through one-to-one support or small group sessions. As a school, we have a licensed Thrive Practitioner and work closely with the Bungalow Partnership and Tees Valley Getting Help Service to offer specific support for those pupils who need it.

Class teachers work with your child every day and get to know them well, so they will notice changes in their behaviour that might indicate a problem. At all times, we will keep you informed and work with you to overcome any difficulties.

If necessary, we may involve other specialist services such as CAMHs (Child and Adolescent Mental Health Service) or social care to assist in assessing, planning and supporting your child and reviewing their progress.

### *How do we support children who are looked after by the local authority and have SEND?*

Each child with an identified special educational need who is looked after through the local authority will have a personal education plan (PEP). This ensures children are offered support tailored to their individual needs. School work with the local authority, health and social care and carers to review the plan regularly. A designated teacher for looked after children works closely with the SENDCO to ensure the child's needs have been identified and their needs are being met. We also work with carers, virtual schools and social workers to provide a consistent, nurturing learning environment with an aim to promote stability and inclusion.

### *What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?*

In the first instance, if you feel that our offer or approach hasn't been quite right for your child, we would always encourage you to speak to us! We want to get it right, and work with you to do so. Often, our SENDCO is the best first port of call, but your child's class teacher – or any leaders in school will be happy to meet with you to hear your concerns. Simply contact the school office to arrange an appointment. If after speaking with us you still have concerns, or wish to make a formal complaint, our Trust complaints policy can be found here:

<https://lingfieldeducationtrust.com/governance-policy/trust-policies/>

## *What is the Local Authority 'Local Offer' and how do I find it?*

The Local Offer is information provided by the local authority that outlines the services and support available for children and young people aged 0 - 25 years with SEND and their families. It offers information, advice and guidance about the types of services and support available to you in our local area. The aim of the local offer is to help families understand what support is available in their area and how to access it.

You can find the local offer via their website at

[SEND Local Offer | Middlesbrough](#)

## *Are there any support services for the parents of pupils with special educational needs?*

There are several support services available for you as parents and carers. They offer free, confidential and impartial advice about the special educational need processes.

SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service). A free, impartial, and confidential service provided by Barnardos, offering information to young people with special educational needs and disabilities and to their parents and carers.

Parent carer forums – Local groups run by parents or carers of children with SEND who work together to improve services for families in the area. They share experiences, influence local decision making.

Local Authority services – Family support workers, early Help or SEND caseworkers who offer support through referrals, assessments and care plans.

Local Offer website – Every local authority offers a list of services available to parents, carers and their families offering advice and support.