



**WOODLANDS**  
SCHOOL

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

**Special Educational Needs  
Information Report  
2025-2026**

## **Aims of our provision regarding pupils with special educational needs and/or disability:**

The aims of our policy and practice in relation to special educational needs and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and environment.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the adapted curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, emotional, and mental health,
  4. Sensory/physical.
- To request, monitor, and respond to parents/carers and pupils' views to evidence high levels of confidence and partnership.
- To ensure a level of staff expertise to meet pupil needs through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **What are special educational needs (SEN) or disability?**

- At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:
  - **Special Educational Needs:** A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.
  - A learning difficulty or disability is a **significantly greater difficulty in learning than most others of the same age**. This is not to be misidentified with gaps in learning.
  - Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.
  - **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those

affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

**The kinds of special educational needs (SEN) for which provision is made at the school.**

- Children and young people with SEND have different needs, and the general presumption is that all children with SEND but without an Education, Health, and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admission policy. If a place is available, we will undertake to use our best endeavours, with parents, to make the provision required to meet the SEND needs of pupils at this school, without negatively impacting the provision for others.
- For children with an EHCP, parents have the right to request a particular school, and the local authority must comply with that preference and name the school or college in the EHC plan unless:
  - It would be unsuitable for the age, ability, aptitude or SEN of the child or young person or
  - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

### **How does our school know if children need extra help?**

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupils themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- The whole school tracking of attainment outcomes indicates a lack of expected rate of progress.
- Standardised assessments.
- Attendance and behaviour records.
- Observation of the pupils indicates that they have additional needs.

### **What should a parent do if they think their child may have special educational needs?**

- If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's subject teacher/form tutor or Head of Year. This then may result in a referral to the school SENDCo whose name is Dean O'Connor and whose contact details are [SEND@woodlandsschool.essex.sch.uk](mailto:SEND@woodlandsschool.essex.sch.uk)
- Parents may also complete a referral using this link: <https://forms.office.com/e/pX1QWG6n9Z>
- All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

## How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through several processes that include the following:

- 1) Classroom lessons drops in by the Senior Leadership Team, Heads of Faculty, the SENDCo and sometimes external verifiers.
  - 2) Ongoing assessment of progress made by pupils with SEND.
  - 3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil needs.
  - 4) Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND.
  - 5) Pupil and parent feedback on the quality and effectiveness of interventions at One Plan meetings or annual reviews.
  - 6) Attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage of experience in school and to increase their access to the curriculum.
  - All pupils have individual targets. Information on pupil progress and reports is shared with parents through Progress Teaching.  
<https://woodlandsschool.progressteaching.com/index.php?r=parentPanel>
  - Pupils' attainment is monitored through regular data collections and analyses. Those who fail to make expected progress are identified. There are a range of systems in school for pupils not making progress such as academic board meetings and inclusion in the raising standards initiatives. The school uses a waves of intervention model and interventions are planned to use the 3 waves – class-based intervention, faculty-based intervention, and school-based intervention.
  - The response taken by staff to pupils not making progress differs depending on the extent of underachievement, pastoral issues, key stage, and subgroup, but all underachievement is identified, and actions planned to address any issues.
  - Where it is decided that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought to improve attainment.
  - Action relating to SEND support will follow an assess, plan, do and review model:
    - **Assess:** Data on the pupils held by the school will be collated by the class teacher/SENDCo to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
    - **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded, and implemented by the SENDCo, Co-Educators and Class Teachers.
    - **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood)

that consider parents' aspirations for their child. Parents and the pupils will also be consulted on the action they can take to support attainment of desired outcomes. This will be recorded, and a date will be made for reviewing.

- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of the pupil.
- This will only be undertaken after parent permission has been obtained and may include referral to:
  - Local Authority Support Services
  - Specialists in other schools, e.g., teaching support, special schools.
  - Social Services
  - Health partners such as School Nurse and Emotional Wellbeing & Mental Health Service
- N.B. for a very small percentage of pupils, whose needs are significant and complex, and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request may be made to the local authority to conduct an assessment of education, health, and care needs. This may result in an Education, Health, and Care (EHC) plan being provided.

### **How to apply for an Education, Health, and Care (EHC) Assessment?**

An Education, Health and Care (EHC) assessment is a process to determine whether a child or young person requires an Education, Health and Care Plan (EHCP) to support their special educational needs and/or disabilities (SEND).

#### **Who can apply?**

- Parents or carers can make a direct request to the local authority for an EHC assessment at any time. Sometimes, this can be the quickest way to begin the process.
- The school can also make a request on your behalf, but they will only do so if they believe that the support currently provided through SEN support is insufficient to meet your child's needs.

#### **Steps to apply for an EHC assessment:**

##### **Submit a formal request**

The request must be made in writing to the local authority and should include any relevant reports or information about your child's needs from the school, health professionals, or other specialists.

##### **Local Authority decision**

The local authority has up to six weeks to decide whether to carry out a full EHC assessment based on the evidence provided.

**Next steps**

- a. If an assessment is agreed, professionals from education, health, and social care will gather detailed information to decide if an EHCP is needed.
- b. If the request is declined, you will receive a written explanation and information about how to appeal the decision.

### **How will pupils be involved in decisions regarding provision that can better meet their needs?**

- This school uses Pupil Passports and One Plans. These are completed with the involvement of the pupil themselves and identify abilities and strengths, their personal interests an aspiration and the strategies and adjustment needed to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed.

### **How will the curriculum match each child's needs?**

- Teachers plan using pupil achievement levels, adapt tasks to ensure progress for all pupils in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with Specialised equipment or resources such as ICT and/or additional adult help.
- For some pupils, they may need to be withdrawn from some lessons for a set period to receive tailored support to ensure they can access the curriculum.

### **Types of Support and Intervention at Woodlands School**

At Woodlands School, we offer a wide range of interventions to meet the diverse needs of our students. These are carefully planned and delivered in response to individual needs, as identified through ongoing assessment, teacher feedback, and consultation with pupils and families. It is important to note that the list below is not a fixed menu for selection, but a toolkit of targeted support strategies that are tailored to the unique profile of each learner.

- **Pupil Passports:** Personalised documents that outline a pupil's strengths, areas of need, and recommended strategies for support in lessons. These help ensure a consistent, informed approach across staff and settings.
- **Lexonik:** A structured literacy intervention designed to enhance reading, spelling, and vocabulary. It supports phonological awareness, decoding, fluency, and comprehension.
- **Numeracy Ninjas:** A maths-based intervention focusing on core numerical operations, helping pupils build confidence and competence in key skills.
- **Paired Reading Support Groups:** Structured sessions where pupils read with a peer or adult to improve fluency, comprehension, and reading confidence.
- **Emotional Regulation Groups:** Targeted group work to support pupils in recognising and managing their emotions, using strategies such as mindfulness and the Zones of Regulation.
- **On-Site Counselling:** Access to qualified professionals offering one-to-one support for emotional wellbeing and mental health.
- **Speech and Language Therapy (SALT):** Specialist intervention to support communication, language processing, and social interaction.
- **Break and Lunchtime Clubs:** Structured social activities in a safe and supportive environment, fostering positive peer interactions and reducing unstructured time challenges.

- **Homework Assistance:** Support sessions for pupils needing help with organisation, understanding, and completion of homework tasks.
- **Mentoring Programme:** Regular check-ins with a trusted adult, helping pupils build confidence, resilience, and positive relationships.
- **Extra Support in the Curriculum:** Adaptations and additional teaching strategies used to ensure all pupils can access and engage in learning meaningfully.
- **Improving Handwriting:** Activities and exercises aimed at improving fine motor control and handwriting legibility.
- **Touch Typing:** Programmes supporting pupils to develop typing skills, promoting independence in recording work.
- **Supportive Tools:** Use of tools such as timeout cards, laptops, and other resources to aid self-regulation, engagement, and access to learning.
- **Attendance and Wellbeing Monitoring:** Proactive tracking of attendance and emotional wellbeing, with interventions in place for pupils showing signs of disengagement.
- **Physio Sessions:** Individualised physical therapy sessions to support mobility, coordination, and motor skill development.
- **Breakfast Club:** A calm and structured start to the day, providing a healthy breakfast and an opportunity for social interaction.

Each intervention is selected and implemented with a focus on the specific needs of the students.

#### **How will parents know how their child is doing?**

- Data on progress is collected at least termly for all pupils and shared with parents through the Progress Teaching website. In addition, each year group also has a parent consultation evening each year where parents can discuss progress with the class teacher for each subject; the SENDCo is also present at these parent's evenings.
- Parents may also find the use of email to communicate with school staff on a more regular basis useful.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the Head of Faculty, the SENDCo, or a member of the Senior Leadership Team at any time when they feel concerned or have information, they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01268 282146.

### **How will parents be helped to support their child's learning?**

- Please look at the school website. It can be found at [www.woodlandschool.org](http://www.woodlandschool.org) and includes links to other websites and resources that we have found useful in supporting parents to help their child learn at home.
- During academic board meetings information on support for pupils will be shared with parents.
- Pupils have daily Tassomai tasks to complete additional home learning tasks are shared through the Satchel One website <https://www.satchelone.com/login?userType=parent>
- Parents are given logins so they can view their child's homework tasks and support them with their home learning. The school uses a range of learning websites and information on these will be shared with home through the setting of home learning tasks on these websites.
- The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to have access to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

### **How will the school evaluate the effectiveness of the SEN provision made for pupils?**

- The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Termly data for each year's group will compare the expected progress of those who have SEN with the rest of the school. The aim being for there to be no gap between the two groups. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

### **What support will there be for children's overall well-being?**

The school offers a wide variety of pastoral support for students. This includes:

- The Personal, Social, Health and Economic (PSHE) curriculum aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. This is delivered through dedicated AROE (Aspirations, Resilience, Opportunities and Excellence) lessons each week. The PSHE curriculum is audited regularly to ensure that it continues to meet the needs of the students.
- Pupil and Parent voice mechanisms are in place through our annual survey and are monitored for effectiveness by the Governor with responsibility for this area. Pupil panels are also held half termly where senior leaders meet with groups of pupils from each year group to listen to their views and discuss any issues they may have.
- The school has a strong pupil voice committee. The committee members are publicised to other pupils and collect data from their peers. The committee focuses on several issues including wellbeing. They feed back to the school's Senior Leadership

Team annually.

- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience, and well-being.
- Pupils who find time outside of class e.g. lunchtime difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has completed the Anti-bullying Pledge and is audited annually for its provision about ensuring pupils' safety by external agencies.

#### **Pupils with medical needs (Statutory duty under the Children and Families Act (2014))**

- Pupils with medical needs will be provided with a detailed individual Health and Care Plan, compiled in partnership with the local school nurse and parents and if appropriate, the pupils themselves.
- Staff who volunteer to administer and supervise medications will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

#### **What specialist services are available at the school?**

- The school has access to a range of specialist support that is identified above. In addition, the school employs the following specialist staff:
  - Special Educational Needs Coordinator (SENCo)
  - A Speech and Language Therapist
  - 1 Counsellor
  - A Well-being Lead
  - Level 3 Safeguarding Team
  - Drawing & Talking practitioner
- The school also has a large pastoral team with specialist skills in a range of pastoral needs, e.g. bereavement, anger management etc.
- The SENCo has the National Award for Special Educational Need Coordination.

#### **What training do the staff supporting children and young people with SEND undertake?**

- In the last two years school staff have received a range of training at three levels; awareness, enhancement and specialist.
- Awareness training has been provided to all staff on:
  - Quality first teaching
  - Individual pupil needs
  - Speech and Language support
- Enhanced training has been provided on:
  - SEND Support at Woodlands School - induction training

- Supporting pupils in exams
- Differentiation & Adaptive Teaching approaches
- Specific areas of need, including Literacy difficulties, EAL, cognition and metacognition and executive functioning.
- Neurodevelopment – Autism Education Trust and ADHD training.
- Specialist training has been provided to the SENDCo by:
  - The school has visits from the Educational Psychologist and the Inclusion Partner who provide advice to staff to support the success and progress of individual pupils.

**How will my child be included in activities outside the classroom, including school trips?**

- Risk assessments are carried out, and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

### **How accessible is the school environment?**

- The following adaptations are available in the school environment:
  - Disabled parking marked and located nearest to the school entrance.
  - Ramps into the school, to ensure the site is accessible to all.
  - A lift is available between the G, M and T floors.
  - A lift is available between the Atrium and PE/Drama corridor.
  - There are disabled toilets on every corridor.
  - A hygiene room with shower and hand washing facilities.
- Our Accessibility Plan (statutory requirement) describes the action the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

### **How will the school prepare/support my child when joining or transferring to a new school?**

A few strategies are in place to enable effective pupil transition. These include:

Transition into year 7 from Primary school

- A planned transition program is delivered during the summer term to support transfers for pupils starting school in September.
- All pupils attend a minimum of 2 induction days.
- Selected pupils with SEND are invited to attend one or more additional small-group induction days.
- All parents/carers are invited to a meeting at the school with the form tutor where they are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo or Assistant SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions found to any perceived challenges.
- The Assistant SENDCo will also be invited to attend transition meetings for pupils with an EHC plan, held at the primary school during the summer term.

### **Mid-year transfers in from another secondary school**

- If pupils are transferring from another school, the previous school records will be requested immediately and the SENDCo will attend the intake meeting if there are any identified needs.
- A review meeting will then be set up with parents after a few weeks of attendance.

### **Mid-year transfers out to another secondary school**

- Accompanied visits to other providers may be arranged as appropriate.
- The Aspirations Faculty administrators will contact the new school to set up meetings

between schools to discuss the needs of the pupil with SEN to ensure a smooth transition.

- The records of pupils who leave the school mid-phase will be transferred within five workingdays of the parents notifying their child has been enrolled at another school.

### **Preparation for post 16 and post 18 courses, adulthood, and independent living**

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- The school adheres to the guidance in 'Careers guidance and access for education and training providers, Statutory guidance for schools on providing careers guidance' Last updated January 2023. <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>
- This places a duty on schools to secure independent careers guidance for all Y8-11 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training, and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision – including the full range of post 16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a pupil has an EHCP, all reviews of that Plan from year 9 onwards, will include a focus on preparing for adulthood, including employment, independent living, and participation in society.
- Pupils will be supported with college applications as appropriate.

## How are the school's resources allocated and matched to children's special educational needs?

- The school received funding to respond to the needs of pupils with SEND from several sources that include:
  - A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
  - The Notional SEN budgets. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
  - For those pupils with the most complex needs, the school may be allocated additional education needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- Targeted differentiation in increased access to text (desk copies of information, workbuddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
- In class, adult or peer support aimed at increasing skills in specific areas of weakness (learning behaviours, organisation, etc.)
- Out of class support (relationship building, social, emotional skills development)
- Specific support, advice and guidance is provided to parents and families to improve pupils' readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.)
- Provision of specialist resources or equipment (use of ICT), sloping board, electronic versions of text etc.)
- Access to targeted before/after school clubs (breakfast, homework etc)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources e.g. Co-Educators (peer or adult), pastoral team, and counsellors.
- Implementation of strategies from outside agencies, e.g. Children's Support Services, Occupational Therapy, Physiotherapy.

### In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCo or a member of the Senior Leadership Team.

## How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the allocation of support provided will depend

on several factors, including the pupils' needs, support available within the school, and school funding. Decisions regarding the support needed will be taken at joint meetings with parents and members of the Aspirations Faculty or senior staff.

- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

### **How will I be involved in discussions about and planning for my child's education?**

- This will be through:
  - Discussions with the class teacher, SENDCo or senior leadership team member
  - During parents' evenings or via email
  - Meetings with support and external agencies
- The SENDCo or Assistant SENDCo are available to parents at most parent events, including parent consultation evenings, transition events and options events. In addition, the Aspirations Faculty invites the parents of all children with SEND to attend a termly One Plan meeting.

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher
- The Head of Year
- The SENDCo
- The Headteacher

For complaints, please contact the school Governor with responsibility for SEN. They can be contacted via the Head Teacher's PA, Liz Purser, [LPu@woodlandsschool.essex.sch.uk](mailto:LPu@woodlandsschool.essex.sch.uk)

### **What should I do if I think my child may be neurodivergent (e.g. ADHD or Autism)?**

If you are concerned that your child may be neurodivergent (for example, showing signs of ADHD or Autism), please read the following carefully:

- **Medical assessments must be led by healthcare professionals**, so your first step should always be to speak with your **GP**.
- You may also wish to explore the **"Right to Choose"** pathway, which allows access to alternative NHS-approved assessment providers.
- If your **GP is unwilling or unable to make a referral**, the school **may consider** supporting a referral via the **My Care Bridge** system.

### **Important information about school-supported referrals:**

- **The school is not responsible for diagnosing neurodevelopmental conditions.**

- We can only support a referral **if there is clear evidence of the need** in the school setting and a concern that an underlying difference may be impacting your child's education or wellbeing.
- If your **GP refuses to make a referral**, we require this in writing, either as a letter from the GP or a written statement confirming their decision.
- The school referral process is detailed and takes an average of 6 weeks to complete once sufficient evidence has been gathered.

If you have concerns, please arrange a meeting with your child's Head of Year to discuss what we are seeing in school and whether the next steps are appropriate.

### **Support services for parents of pupils with SEN include:**

- There are a number of independent organisations that provide information, guidance and support to parents and carers of children and young people with special educational needs and/or disabilities (SEND):
- **Information, Advice and Support Services Network (IASS Network)**  
Offers free, impartial, and confidential advice to parents, carers and young people with SEND. They can help you understand your rights, access services and navigate the SEND system.  
Website: [www.iassnetwork.org.uk](http://www.iassnetwork.org.uk)
- **ISEssex – Independent Support Essex**  
Provides support to families going through the Education, Health and Care (EHC) needs assessment and plan process.  
Website: [www.isessex.org](http://www.isessex.org)
- **Families in Focus (Essex)**  
A parent-led charity offering information, training, counselling and support groups for families of children with disabilities and additional needs in Essex.  
Website: [www.familiesinfocusessex.org.uk](http://www.familiesinfocusessex.org.uk)
- **SNAP (Special Needs and Parents)**  
An Essex-based charity that supports families with children and young people who have additional needs or disabilities. They provide a helpline, courses, counselling, and activities for children and parents.  
Website: [www.snapcharity.org](http://www.snapcharity.org)
- **Autism Central**  
A national support programme providing guidance, information and peer-led training for families and carers of autistic children and adults.  
Website: [www.autismcentral.org.uk](http://www.autismcentral.org.uk)
- **ADHD UK**  
A national charity supporting individuals with ADHD and their families. It offers information on diagnosis, treatment options, support networks, and legal rights.  
Website: [www.adhduk.co.uk](http://www.adhduk.co.uk)
- **British Dyslexia Association (BDA)**  
Offers advice, resources, and support for people with dyslexia and their families. The BDA also provides helplines, assessment guidance, and professional training.  
Website: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)
- **Speech, Language and Communication Framework (SLCF)**  
Developed by The Communication Trust, the SLCF is a free online tool designed to support professionals in developing their knowledge and skills to support children with speech, language, and communication needs (SLCN). Parents can also use it to understand how

schools support communication needs.

**Website:** [www.slcframework.org.uk](http://www.slcframework.org.uk)

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Global Mediation <https://www.globalmediation.co.uk/our-services/special-educational-needs-and-disability> offers independent SEN mediation service for disagreements between parents and the local authority or school. Call Global on 0800 064 4488 or email: [sen@globalmediation.co.uk](mailto:sen@globalmediation.co.uk)
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

**Information on where the Local Authority's Local Offer can be found.**

The web link for Essex County Council local offer is: <https://send.essex.gov.uk/>