



**Bacton**  
Primary School

WORKING TOGETHER, AIMING HIGH

# SEN Information Report

## 2023- 2024



JOHN MILTON  
ACADEMY TRUST

## An overview of the school

### Introduction

Bacton Primary School is an inclusive one form entry rural primary school for children from EYFS to Year 6.

All staff and those responsible for governance at Bacton Primary School recognise that all children are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Staff and those responsible for governance at Bacton Primary School understand that children may have special educational needs either throughout or at any time during their school career. The SEND information report ensures that curriculum planning, assessment and pastoral support for children with educational needs takes into account the type and extent of the difficulty experienced by the child.

Our SEND report has been written in line with the requirements of:

- [Part 3 of the Children and Families Act 2014](#)
- [The Special Educational Needs and Disability Code of Practice](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [The Equality Act 2010](#)

In our most recent Ofsted Inspection (June 2023), it was recognised that:

‘Leaders expect pupils with special educational needs and/or disabilities (SEND) to achieve as well as their peers. Leaders act quickly to identify pupils’ needs. They ensure that staff are well trained to provide support to meet the needs of pupils with SEND. Leaders liaise with external agencies to secure the support pupils need. As a result, pupils with SEND access the full curriculum, and most achieve well.’

Pupils behave well in lessons and around the school. They follow routines and know what is expected of them. This helps lessons flow smoothly. Little learning time is lost. Pupils’ learning is rarely disturbed by others’ behaviour.’

### Aims and Objectives

Bacton Primary School aims to:

- Identify roles and responsibilities of staff in providing for children with special educational needs
- Identify areas of special educational needs as early as possible
- Include all pupils by providing access to a broad and balanced education through class, small group teaching and individual programmes of support
- Provide a curriculum that is relevant and differentiated to meet the individual needs of children

- Encourage parents to understand and support their child's learning at home and at school
- Ensure that our children have a voice in the process.

### **Special Education Needs**

Bacton Primary School supports children with a wide range of SEN as outlined in the 'Special educational needs and disability code of practice: 0-25 years' (pages 97-98, 2015) [SEN Code of Practice](#)

### **Suffolk Local Offer**

Suffolk local offer sets out the services available to children and young people with Special Educational needs and/or disabilities (SEND) in Suffolk Local Authority, ages 0-25 years. This includes education, health and social care. To access all the information, follow the link below:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

### **Frequently asked questions**

#### **1. What kind of special educational needs does Bacton Primary School make provision for?**

At Bacton Primary School we make provision for children with a range of needs as set out in the SEND code of practice including children with:

#### **Language and Communication difficulties**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning difficulties**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Covid-19 and the period of school closure has had a significant impact on the mental health of some of our pupils. We have worked closely with the local offer including the mental health support team, school nursing team, emotional well-being hub, CAHMS and other appropriate support.

Bacton Primary School has clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils (see: Behaviour and Anti- Bullying Policy)

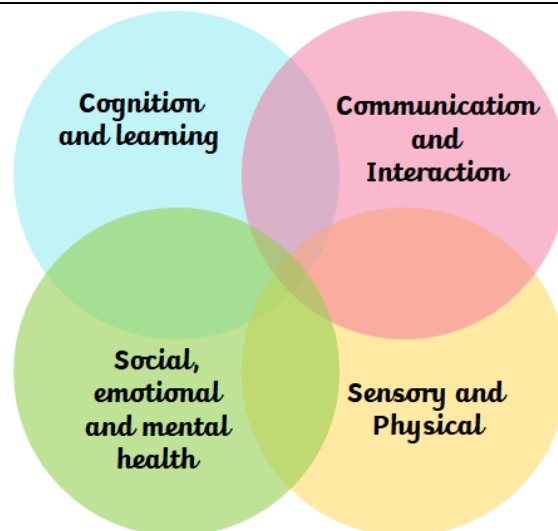
### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI) or hearing impairment (HI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Medical conditions**

All staff and those responsible for governance are aware of the duty Bacton Primary School has to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such children. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with their healthcare plan (if relevant). See Bacton Primary School's Supporting Children with Medical Needs Policy.



## 2. How does the school identify if my child needs extra help?

The progress of all children is monitored regularly by our teachers and the senior leadership team. If our teachers think your child is not making the same progress as other pupils, or is falling behind the level that is expected for their age, they may be considered to have a Special Educational Need. If you think your child has SEN, get in touch with us so we can discuss it further. We will then share with you what we find out and agree with you what the next steps should be so we can all work together to help your child.

### Graduated approach

Our SENCo will support you and your child's class teacher. We will observe them, assess their understanding of what we are doing in school, and work with them to find out what is causing difficulty. They may be placed on the SEN register and parents will be informed of this. Support will be put into place to support your child's learning. This may involve other professionals, for example Educational Psychologists, Speech and Language therapists or the School Nursing Team, but you will be consulted first. When a child has identified SEND needs before they start at Bacton, we work with the people who already know about them and use the information already available to identify how we can meet their needs at Bacton Primary. If a child has an ENCP, we identify and plan for the specified support required prior to admission.

### Identification of SEND needs

The process begins with the professional judgment of the class teacher with support from the SENCo, subject leaders and senior leaders.

This can be characterised by progress which:

1. is significantly slower than that of their peers starting from the same baseline
2. fails to match or better the child's previous rate of progress
3. fails to close the attainment gap between the child and their peers
4. widens the attainment gap

At Bacton Primary School the first response to such progress is high quality teaching targeted at their areas for development e.g. a child may have work further differentiated within their literacy group, be placed in an intervention DSR or phonics group or maths intervention group for a measurable period of time.

Where progress continues to be less than expected following a time specific intervention the child may be referred to external professionals or be identified for further support. If pupils are referred to external professionals, or have a number of interventions within school, the pupil may be placed on the school's SEN register so that we can better monitor their progress.

If the pupil has significant difficulties and has multi-agency involvement, the school may apply for an Education, Health and Care plan. An Education, Health and Care plan (EHCP) describes your child's special educational needs (SEN) and the help they will get to meet their needs.

The Suffolk Local Offer has more information about the EHC assessment and planning process:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=3>

### 3. Who do I contact if I have a question or concerns about my child?

If you have concerns around their attainment in any area of the school your child's class teacher is your first point of liaison.

#### **Class Teachers are responsible for:**

- The learning of all the children in their class and the delivery of all National Curriculum subjects
- Planning for **all** children
- Liaising with the SENCo
- Setting subject specific targets for children identified with a specific learning difficulty, recording progress on our MIS system ARBOR

Following on from this initial meeting a further meeting may be arranged between parent/carer and the SENDCo and/or member of the senior leadership team. The Senior leadership team includes the Head of School and specific phase or subject leads depending on need.

**SENCo:** Angela Thomas

Angela is the Senior Inclusion Lead. This role includes being the SENCo and she holds the National Award for SENCos (Special Educational Needs Coordinators). Her primary area of responsibilities are coordinating special educational needs for children across the school and overseeing Inclusion for all.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant Alternate Designated Leads for Safeguarding where a looked after pupil has SEN
- liaising with parents of pupils with SEN
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- working with the head teacher and Trust leaders to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

#### **4. How are parents/carers and pupils involved in planning support?**

##### **Universal (everyone)**

Bacton Primary School has two parents' evenings a year where all parents/carers have a time slot to meet with their child's class teacher to discuss their progress in all areas of the curriculum. This is an excellent opportunity to find out about the progress your child is making.

There is a further opportunity following the children's summer school report to make an appointment to discuss your child's progress. All children take part in pupil voice surveys each term where they talk about what helps or hinders their learning.

##### **Targeted (some children)**

##### **SEND targets**

Once per term (more often in needed), children on the SEND register will receive targets linked to their primary need. These targets are written, along with a pupil passport, using Edukey's Provision map.

Please see '7. Measuring children's progress' for more information. For the majority of children this information will be shared at parents' evening on a personal learning plan (PLP) in discussion with you. Your child will also have an input into their PLP in discussion with their class teacher. Opportunity to discuss your child's PLP with the SENCo and class teacher will offered termly.

##### **EHCP Review meetings**

For children with an EHCP, there will also be an Annual Review of the child's EHCP or Statement of his/her special educational needs. External professionals working with the child will be invited.

Pupils are often invited to their EHCP annual review and are able to share their views and talk about what works well for them. Written pupil voice information is also gathered before the meeting to ensure that anything that the child would like to raise is discussed in the meeting.

### **5. How will teaching be adapted to meet my child's needs?**

Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. At Bacton Primary School we use evidence based approaches to ensure high quality teaching for all. We ensure that all pupils have access to high quality education and support their learning through a range of strategies. We adapt and make use of these strategies to meet the ever changing needs of the pupils. They include:

- Ensuring that our language and instructions are clear and explicit for all, utilising a range of communication techniques.
- Using a range of cognitive and meta cognitive strategies to help pupils learn and build their understanding in a consistent and increasingly independent way.
- Flexibly adapt the way we group and support the children with activities and adult support that is best suited to them and different ages and stages.
- Use a range of physical and visual supports and scaffolds to help children to access their learning. We try to ensure that this is done in a discrete and proactive manner.
- Make use of technology to support the delivery of interventions and to help children to record their learning.

All staff are trained in a variety of approaches to teaching and learning, which mean that we are able to adapt to a range of SEN (specific learning difficulties-including dyslexia; Autistic Spectrum Disorders; speech, language and communication needs; and social, emotional and mental health difficulties). This may involve:

- Extra help from a learning support assistant or intervention teacher.
- Small group or individual support out of class (interventions).
- Support to regulate their emotions.
- The type and length of instructions given.
- Alternative resources and specialist equipment may be given to your child e.g. specialist work stations, IT access, visual prompts, writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- Targets specifically for each child. These are set through a support plan, which will specify in detail what will be learned, how and who will help.
- Use of dyslexia friendly resources.
- We have teachers and support staff trained in dyslexia, Autistic Spectrum Disorders and Attention Deficit Hyperactivity Disorders

At every stage of the process, the pupil's voice is at the centre of decision making and provision. Your child will be listened to and supported, and their views will be taken into account along with those of teachers, families and professionals. Teachers meet termly,



with members of the senior leadership team, to review children's progress and discuss any support needed for individual children. We evaluate the effectiveness of the provisions that we have put in place and plan future support. Personal targets are reviewed at least termly for children with SEN and this information is shared with parents. For most children, this is through a support plan.

## **6. What specialist services and expertise are available or accessed by the school?**

The range of support available to pupils with SEN is reviewed by the Senior Leadership Team along-side the SENDCo annually.

### **Range of support for the academic year 2022-23**

The school runs a wide range of interventions to support children with SEND to narrow any attainment of skills gaps.

#### **Internal Support**

- KS1 and KS2 intervention: maths and literacy groups.
- EYFS, KS1 and KS2 reading groups (Daily supported reader/ Destination Reader)
- EYFS, KS1 and limited KS2 phonics – including Little Wandle, Little wandle catch up and keep up and Rapid Phonics
- EYFS stage: NELI, WELLCOM (language groups), fine motor skills groups.
- Zones of Emotional Regulation
- Talkabout social skills therapies
- Desty one to one support for emotion regulation
- Differentiated in-class support.
- Beat dyslexia and other 'synthetic phonics' tailored interventions
- Gym trail and finger gym
- Adapted resources and use adaptive technology

#### **External agencies within school**

- Speech and Language Therapists, on site, working directly and indirectly with identified children
- Specialist Education Service- This service has teams that cater for 4 areas of need: Cognition and learning, Communication and interaction (including those with an ASD diagnosis), Sensory and physical and SEMH (Social, emotional, mental health)
- Outreach for well-being support from The Mix
- School nurse service
- Emotional well-being hub
- Educational psychologist (often via the EHCP process)
- Dyslexia Outreach Service
- Mental health support team
- Early Help- family support practitioner.

#### **External Services**

CAMHS  
Suffolk Young Carers  
Occupational Health  
Community Paediatric Service advice

### **7. If my child has medical needs, how will they be met?**

Please refer to Bacton Primary School's Supporting Pupils with Medical Conditions Policy

### **8. How will I be kept informed of how my child is doing in school?**

#### **Measuring pupils' progress**

##### **Universal (everyone)**

Bacton Primary School has two parent's evenings a year. During these meetings all parents /carers have an opportunity to meet with their child's class teacher and discuss progress. In addition, a detailed written report is provided to parents/cares once a year, which outlines their child's progress in all areas of the curriculum, an opportunity for a meeting to discuss this report is also offered. Termly pupil progress meetings between class teachers and SLT/SENDCo revisit progress utilising the termly assessment outcomes recorded on the school's MIS system. These discussions sometimes prompt a discussion with parents/carers if a child is making less than expected progress despite in class differentiation and support.

##### **Targeted (some children)**

All children on the SEN register will receive termly targets relating to their area of need. These are generated in discussion with the child, class teacher, parents, SENDCo and any other professionals involved with the child (e.g. speech and language therapist). The targets are recorded on the child's pupil passport and learning plan and progress against these targets revisited throughout each term.

Children with SEMH needs may have an individual SEMH plan (Social, emotional and mental health support) or behaviour ladder to support them, their targets and outcomes will be recorded on these.

Children with EHCPs will also have a learning plan. However, longer term targets and progress towards these are recorded on the EHCP. Annual reviews of these are carried out in partnership with parents, pupils and other professionals at annual review meetings. A copy of the plan is circulated to parents for agreement in advance of it becoming formalised.

##### **Specialist (a few children)**

Children receiving specialist support, such as input from Educational Psychologists or health professional will have additional suggested outcomes set, which the school will endeavour to implement in collaboration with external professionals. Such external

professionals will usually provide parents/carers with written reports summarising their assessments and outlining how parents/carers may also support their children at home.

### **9. How are school staff supported to work with pupils with SEN?**

The SENDCo supports the provision of CPD within the school. They are also involved in sourcing resources and supporting teachers to develop PLPs and develop high quality teaching methods to support all children.

Teachers and Teaching assistants are also offered regular opportunities for training to develop knowledge in areas such as dyslexia, ADHD, ASD, Makaton and how best to support pupils. We have teachers and support staff trained to deliver the NELI language intervention programme and DESTY.

Outside agencies provide training for specific medical needs e.g., asthma, epilepsy, diabetes and anaphylaxis. Further training from the Local Authority is accessed to support pupils' specific needs for example in the delivery of the Zones of Regulation Programme. Other specialists deliver CPD to support areas of need e.g., speech and language therapists.

### **10. How are school funds allocated?**

#### **Universal**

Schools receive an AWPU which is an amount of money per child to spend on their education. This is roughly £4000 per child in the primary phase. A generalised fund to meet special needs is also included in the national funding agreement for school.

#### **Targeted/specialist (Some pupils)**

Schools can apply for HNF (high needs funding) in certain circumstances to meet the needs of pupils with significant additional needs, these funds are ring fenced and must be spent meeting additional needs. The funds are banded and range from £1500 to £13000 per year dependant on need. The Local Authority manage, monitor and moderate applications for these funds. Pupils with EHCPs usually have some HNF funding to support them.

In very few circumstances in mainstream, a personal budget is formed as part of an EHCP in order to fund a significant alteration to the provision usually available. Parents have a say in how this fund is used in order to meet the plan.

### **11. How is the school accessible to pupils with SEND?**

Bacton Primary school is an inclusive small rural school and accessibility for all pupils is central to our ethos. We welcome parents and carers with a wide range of SEN and medical needs (see section 1)

The John Milton Academy Trust and school staff are committed to ensuring that all children can access the school and will always consider reasonable adjustment to the environment in order to meet needs.

Our accessibility plan provides additional information and is available on our website: <https://bactonprimary.wpengine.com/wp-content/uploads/2020/03/accessibilityplan.pdf>

### **School Building**

Bacton Primary School is single story building, with all rooms accessed on the same level. Accessibility from outside into the main building is level and unimpeded. Disabled toilets for pupils are located throughout the building.

Staff and those responsible for governance at Bacton Primary School are committed to ensuring that all children and stake holders can access the school and will happily consider reasonable adjustments to the environment in order to accommodate a broad range of special needs.

### **Facilities for Personal Care**

Changing facilities are available in the school, there is potential for further minor adaptation to meet further needs for pupils with medical needs or intimate care.

## **12. How will my child be included in activities at school, after school clubs and on school trips?**

All children at Bacton Primary School are entitled to attend school trips, after school clubs and to be included in activities at school where the level of risk has been assessed. Appropriate reasonable adjustments will be made in order to ensure this.

## **13. How will you encourage my children to mix with children who do not have SEND?**

Bacton Primary is an inclusive school and there are policies, strategies, whole school initiatives and curriculum planning which celebrates diversity and children and adults with SEN are included within this. Consequently, all children who attend Bacton Primary are exposed to a wide range of images and resources that reflect adults and children with SEN or a disability in a positive light.

In addition to this there are strategies and interventions that are frequently put into place to further support all children to play together like:

- Zones of regulation
- Talkabout social skills
- Social stories
- Assemblies (Mind to be Kind)

- Playground pals/play leaders
- Jigsaw

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

At Bacton Primary School there are systems and structures in place to ensure smooth transition for all children starting at or leaving our school. To support the transition process, Bacton Primary School shares information with key professionals at the education setting which the young person is arriving from or moving to.

We work closely with our partner high schools to ensure transition is smooth and as worry free as possible for children and their families. Examples of strategies to support transitions to and from our school include:

- Agreeing an enhanced transition package between destination high schools and families
- Observing young children in their pre-school settings before they arrive at school
- Offering home school visits to get to know children in the comfort of their own home before entering EYFS
- Working with in-year transfer schools ahead of transition for pupils who may find transition difficult
- Offering pre-arrival meetings with parents/carers to discuss pupil's needs ahead of transitioning in
- Offering "come and join in" sessions for pre-schoolers
- Meet the teacher events for parents before transitioning from pre-school

Information regarding our Admissions policy including our arrangements for the admission of disabled pupils are available here:

<https://www.bacton-pri.suffolk.sch.uk/wp-content/uploads/2021/02/JMAT-002-Admissions-Policy-2022-23-1.pdf>

It includes how we take steps to prevent disabled pupils from being treated less favourably than others. Further information on the facilities we provide to ensure our school is accessible to all pupils is available in section 11.

#### **15. My child needs help with transport to school, how can you help?**

Suffolk Local Authority are responsible for transporting children with Special Educational Needs to and from school in Suffolk. The children would usually be collected from their home address and taken to school in the mornings and returned home after school. We can help with your application for transport support. For information on how to get started, please visit the link below.

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sen-transport-support/>

## 16. What support and training is available for parents and carers?

Parents and carers can access support and training through SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services). They hold a variety of formal and informal sessions exploring various elements of SEND need as well as the process of obtaining an EHCP. <https://suffolksendiass.co.uk/training/parent-and-carer-information-sessions/>

Within school, we have worked with local providers to help parents support their children with reading, maths and online safety. Please ask at the office for upcoming events. The local authority also run classes for parents, please visit the link below for more information.

<https://www.suffolk.gov.uk/children-families-and-learning/childcare-information-and-support-for-parents-and-providers/parent-hub/parenting-programmes/>

In school we have offered phonics, maths and reading workshops as well as school induction meetings for parents. Please check out the website newsletters or contact the school office to find out about upcoming events.

## 17. What support is given to children who are having a difficult time emotionally?

All staff and those responsible for governance at Bacton Primary School believe that we should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

Behaviour is tracked on our MIS system and monitored by senior leaders who look for patterns of worrying behaviour as they begin to emerge. Staff may begin a series of interventions to support SEMH needs.

Parents/carers will receive a phone call from the class teacher or SENDCo if we have concerns about a child's behaviour or well-being to discuss strategies of support.

Commonly suggested interventions include:

- Zones of regulation
- Talkabout social skills
- Desty
- Behaviour support plan
- Behaviour ladder
- Parental signposting to SENDIASS
- Referral to school nursing service
- Home school journal
- Trusted adult point of contact
- Emotional well-being hub referral

- Referral to CAMHS
- Individual risk assessment
- CAF referral
- Referral for services at The Mix
- Referral to SES
- Referral to the mental health support team.

Please see the Behaviour and Anti-bullying Policy and Safeguarding Policy for more information.

### **18. How do you link with health, social workers and other family services in supporting my child and us as a family**

Bacton Primary School engages with a wide range of services to support children and families. Referrals to these agencies can be made with parental consent by staff at Bacton Primary School as soon as it is felt that additional support for the child is required. Parents/carers can also request that these “multi-agency referrals” are made to further support their child.

More information can be found at: <https://www.suffolk.gov.uk/children-families-and-learning/common-assessment-framework-caf/common-assessment-framework-caf-information-for-families/#tab1>

### **19. What should I do if I have a complaint?**

The John Milton Academy Trust have a complaints procedure.

<https://www.johnmiltonacademytrust.co.uk/wp-content/uploads/2021/08/JMAT-001-Complaints-Procedure-V5.-September-2021.pdf>

In the first instance, please contact your child’s class teachers to request a meeting and ask to speak with the SENDCo if your concern is regarding a Special Educational Need or Disability. If following this meeting you feel your concern has not been dealt with, please follow the process outlined in the complaints procedure.

### **20. Further information for parents/carers, pupils and practitioners**

Information about services for children and young people with SEND can be found on the Suffolk Local Authority website: <https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>

Further family centred support can be found at: <https://www.suffolk.gov.uk/children-families-and-learning/childcare-information-and-support-for-parents-and-providers/parent-hub/local-support-for-parents-and-carers/>

Impartial advice and confidential information, advice and support for parents/carers of children with SEND can be found at: <https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiasm/>

Information regarding multi-agency support in Suffolk can be found at: <https://www.suffolk.gov.uk/children-families-and-learning/common-assessment-framework-caf/common-assessment-framework-caf-information-for-families/#tab1>

If you are worried about the safety of a child: If it's an emergency, you can call:

- Customer First on 0808 800 4005 if you're worried that a child or young person is at risk of harm, abuse, or neglect
- the police on 999

**Useful website:**

NSPCC - <https://www.nspcc.org.uk/keeping-children-safe/our-services/>

Action for Children (parent support - <https://www.actionforchildren.org.uk/how-we-can-help/get-parenting-support/>

NHS children's mental health - <https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/>

NHS parent's mental health - <https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/#your-own-mental-health>

National Autistic Society - <https://www.autism.org.uk/>

SENDIASS <https://suffolksendiass.co.uk/>