SEND Information Report - September 2026

Hamer Primary School

SENDCO: Karen Duggan 01706 655756

Hamer primary school is an inclusive school that welcomes all who wish to attend. We believe that every child is unique and deserves an education which ensures that they reach their full potential socially, emotionally and academically; providing broad and balanced curriculum for all children. This report gives you information about the ways in which we support all of our pupils with Special Educational Needs and Disabilities (SEND) so that they enjoy and achieve. It has been produced with support from our SEND Governor and a parent focus group. Any photographs used are of the whole school community not just those children with SEND – this is inclusion.

Please use this coloured contents guide to help to lead you through this document.

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What is a Special Educational Need and Disability?

The Children and Families Act 2014 clause 20 says that:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she-
   (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
   (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection 2 when of a compulsory school age (or would be likely, if no special education provision were made).
4. A child or young person does not have a learning difficulty or disability solely because of the language (or form of language) which is or has been spoken at home.

Hamer Primary School Mission Statement - Care, Challenge and FUN!

We care for our children with love and concern;

We challenge our children and teachers to be the best learners and citizens they can be;

We have FUN as we learn TOGETHER because our school is the best place to ENJOY hard work!

We believe the formula above is one that will ensure happiness in childhood and prepare our fine young citizens for successful futures. It is the privilege of all our staff to serve the community and we are proud to be YOUR Hamer Community Primary School.

At Hamer Community Primary School, we aim to develop happy, confident, and independent learners. We ensure an inclusive environment by embracing diversity and striving to meet the individual needs of all pupils. Our school's SEND principles are underpinned by our mission statement and outlined below:

Challenge

Consistently challenging children to raise self esteem and giving them opportunities to celebrate their individual attributes. Each child has an equal chance to shine.

Care

Consistently showing care and support towards all children with Special Educational Needs and Disabilities through inclusion, listening, understanding, flexibility and having time for each child.



Fun

Promoting whole school positive well being throughout everything we do and giving children opportunities to have fun, no matter their needs, both through learning and social scenarios.

Inclusion

All members of the school community promote inclusion of children with Special Educational Needs and Disabilities, whether this be through our fantastic flexible teaching approaches or through additional group or 1:1 support and interventions.

Connect

Maintaining positive, collaborative relationships with school and parents and involving outside agencies to offer support when needed.

Achieve

We are pro-active in assessing and tracking children as well as identifying early needs and putting in place the appropriate support. We identify and overcome potential barriers as early as possible to continue progress and allow children to continue to achieve.

School context

There are 305 children on roll. There are 70 children on the SEND register (September 2026). This is the primary need of those children.

	SEN K	EHCP	Number on SEN register	*Communication & Interaction*	*Cognition & Learning*	*Social, Emotional & Mental Health*	*Sensory &/or Physical*
FS1	**4**	**0**	**4**	*3*	*0*	*0*	*1*
FS2	**7**	**5**	**12**	*10*	*0*	*1*	*1*
Year1	**5**	**1**	**6**	*3*	*0*	*2*	*1*
Year2	**12**	**3**	**15**	*4*	*8*	*2*	*1*
Year3	**5**	**1**	**6**	*6*	*0*	*0*	*0*
Year4	**9**	**0**	**9**	*6*	*3*	*0*	*0*
Year5	**8**	**2**	**10**	*4*	*3*	*3*	*0*
Year6	**6**	**2**	**8**	*5*	*1*	*1*	*1*
TOTAL	**56**	**14**	**70**	***41***	***15***	**9**	***5***

Additional information (September 2026):			
% of school with SEND	23%	% of all SEND with EAL	74%
% of school with EHCP	5%	% EHCP with EAL	67%
% of SEN pupils that are Males	65%	% of school SEN K	18%
% of SEN pupils that are Females	35%	% of SEND with attendance below 90%	

We have 14 children with an Education Health and Care Plan (EHCP) for a range of needs and we have five pupils being assessed for an EHCP. (Data from September 2026)

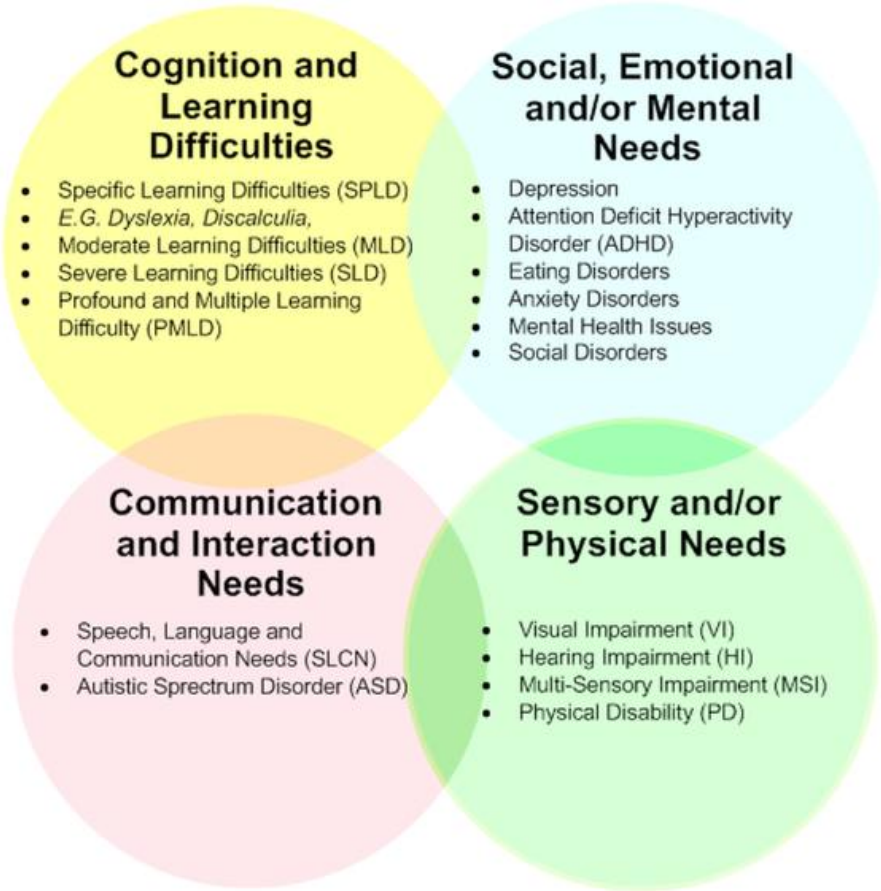




What kinds of Special educational Needs (SEN) are provided for at Hamer?

At Hamer we will use our best endeavours to meet the needs of all children and young people in order that they can be included in our school community. We aim to support children's development in the most appropriate way and celebrate effort as much as achievement.

Children and young people's SEN are generally thought of in four broad areas of need and support. Here at Hamer additional or different provision can be made for children with a range of needs including:


Cognition and Learning Difficulties
Specific Learning Difficulties (SPLD)
E.G. Dyslexia, Discalculia,
Moderate Learning Difficulties (MLD)
Severe Learning Difficulties (SLD)
Profound and Multiple Learning Difficulty (PMLD)
Social, Emotional and/or Mental Needs
Depression
Attention Deficit Hyperactivity Disorder (ADHD)
Eating Disorders
Anxiety Disorders
Mental Health Issues
Social Disorders
Communication and Interaction Needs
Speech, Language and Communication Needs (SLCN)
Autistic Sprectrum Disorder (ASD)
Sensory and/or Physical Needs
Visual Impairment (VI)
Hearing Impairment (HI)
Multi-Sensory Impairment (MSI)
Physical Disability (PD)

What do I do if I think my child has Special Educational Needs?

Who to contact	• If you have concerns about your child's progress you could speak to your child's class teacher. • You can also speak to the SENDCO. • The Head teacher can be contacted if you have concerns about how your child's SEND is being managed.
School response	If you think your child may have additional needs the class teacher is the first point of contact. Following on from the parent teacher consultation, the class teacher may liaise with the SENDCO or wider SEND team for further advice. We will share what we discover with you and agree with you what we will do next and what you can do to help your child. Possible outcomes could include further assessment, involvement of external agencies and/or putting in place targeted interventions. When pupils have an identified SEND before they start our school, we work with the families, people and agencies who know them and use the information already available to identify how best to support them in our school setting and ensure a smooth transition. We have internal processes for monitoring quality of provision and assessment of need which are highlighted in the school's Assessment Policy and include regular assessment and tracking. If our staff think that your child has a SEN this maybe because they are: • Making significantly slower progress than that of their peers starting from the same baseline. • Not making the same or better than their previous rate of progress. • Not closing the attainment gap between themselves and their peers. Progress in areas other than attainment is also considered in order to be fully included in school life or make a successful transition to secondary school.

	We will observe and assess your child's understanding and sometimes use assessments to identify their need, to plan interventions and use as a benchmark for measuring the impact of interventions. These may include: • Salford Reading test • Dyslexia Screener • K-TEA Assessment • CELFs (Supported by Speech and Language) • Non standardised phonics assessment • Working memory assessments • Fine motor skills • Social, emotional and behavioural checklists e.g. SDQ's. • WellComm • BLANKS level (in English and home language)





Who can support my child in school with Special Educational Needs (SEND)?

People	Summary of responsibilities.
Class teacher	responsible for: • Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet children's needs. • Checking on the progress of your child and identifying, planning for, and delivering any additional help your child may need (this could be targeted work, additional support, adapting resources etc) and talking about this with the SENDCO as necessary. • Keeping the All About Me document up to date (previously called IEPs) and sharing these with parents termly. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and any specific adjustments which need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This will include adaptive teaching and targeted support and may involve the use of additional adults, outside specialist help and/or specially planned work or resources. • Ensuring that the school's SEND practice is followed in their classroom and for all the pupils they teach with any SEND. **You can contact the class teacher via the school office for an appointment or at the beginning or end of the school day to speak informally or via the school email address.**
Special Educational Needs Co-ordinator (SENDCO)	responsible for and will use her best endeavour to: • Co-ordinate all the support for children with special educational needs and disabilities (SEND) and develop the school's SEND practice to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensure you are involved in supporting your child's learning. • Ensure you are kept informed about the support your child is getting. • Ensure you are involved in reviewing how they are doing.

Karen Duggan	• Ensure you are part of planning ahead for them. • Liaise with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist. • Update the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known and understood) and checking/maintaining your child's records of progress and needs. • Provide specialist support for teachers and support staff. • Support your child's class teacher with creating and reviewing your child's All About Me documents, which identify strengths, needs, outcomes and provision. • Organise training for staff. • Liaise with cluster SENDCO's to ensure consistency of approach and practice. • Monitor, track and analyse progress and attainment of SEND pupils. • Liaise and ensure smooth transition between educational phases • Co-ordinate SEND interventions. • The day to day management of all aspects of the school, this includes support for children with SEND. • Entrusting the daily responsibility for SEND to the SENDCO and class teachers and overseeing effectiveness of this. • Ensuring the Governing Body is kept up to date about any issue relating to SEND. • Accountable for financial expenditure of SEND budget. **Karen Duggan, SENDCO, can be contacted by the school office for an appointment or via email: kduggan@hamer.rochdale.sch.uk**
Headteacher **Mrs Victoria Terry**	responsible for and will use their best endeavours to: • Oversee the effectiveness of provision for children with SEND. • Develop the school's SEND practice to make sure all children get a consistent, high quality response to meeting his or her needs in school. • Monitor, track and analyse the progress and attainment of all children. • Support the teaching staff and SENDCO. • Ensure effective and efficient, use of human, environmental and financial resources **Mrs Terry can be contacted by the school office for an appointment.**

SEND Governor **Mrs Gill Lowe**	responsible for: • Making sure that the school has an up to date SEND Policy and/or SEND Information Report. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure all SEND children achieve their potential in school. **Mrs Lowe can be contacted by the school office for an appointment.**

All teachers are responsible for every child in their care, including and especially those with special educational needs. The Pastoral Team support teachers with their role and consists of: Head Teacher, SENDCO, Children's Welfare Officer, Attendance Lead and Behaviour lead. The SENDCO has over fifteen years' experience of working with children with SEN, in a range of different schools and settings, including as a Specialist Leader of Education for SEN and Behaviour. She has completed her Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A), Elklan accreditation and has attended a variety of training on Dyslexia, Attachment, ADHD and Autism. She has also achieved the Mental Health Leader Certificate and is our school's named Mental Health Leader and Cared For Children Lead. She is a trained ELSA and holds the National Award for Special Educational Needs Coordination from Edge Hill University.

How could my child get help in school?

At Hamer Primary School, we offer a graduated approach to Special Educational Needs and Disabilities.

Types of support	What would this mean for your child?	Who receives this support?
Tier 0 – Universal Provision	Your child will receive high-quality, inclusive teaching within their classroom. Teachers will use ongoing assessment to identify barriers to learning and adapt teaching, resources, routines and the learning environment where needed. Support may include scaffolding, visual support, pre-teaching, adapted resources, practical equipment, changes to pace or presentation, alternative ways of recording and carefully planned adult support. Your child's progress, attendance, engagement and wellbeing will be monitored as part of normal classroom practice.	All children in school. Universal provision is the starting point for every pupil, including those with SEND.
Tier 1 – Targeted Support	If your child is experiencing difficulty despite appropriate universal provision, additional targeted support may be put in place. This may include a short-term intervention, additional practice, small-group support, targeted language or communication work, specific emotional or social support, or additional adaptations to classroom provision. The support will have a clear purpose and will be reviewed to see whether it is helping your child make progress. Parents/carers will be informed and involved where appropriate.	Children who need additional targeted support to address an identified area of difficulty. A child at Tier 1 does not necessarily have SEN or need to be placed on the SEND register.
Tier 2 – SEN Provision	If your child continues to experience significant barriers to learning and requires provision that is additional to or different from that which is ordinarily available, they may be identified as having special educational needs and placed on the school SEND register. Support will follow an Assess–Plan–Do–Review cycle. An All About Me document will identify your child's strengths, needs and provision. Support may include personalised adaptations, targeted interventions, specialist programmes and advice from the SENDCO or external professionals. Progress will be reviewed regularly with parents/carers.	Children who have been identified as having special educational needs and require provision additional to or different from universal provision.
Tier 3 – High Level Need	Some children have significant or complex needs and require a highly personalised package of support and more frequent monitoring. Provision	Children with a high level of need who

	may include specialist advice, bespoke interventions, significant adaptations to the curriculum or learning environment, personalised communication or sensory support, additional adult support and/or access to the school's Internal Inclusive Provision where appropriate. Reviews will take place more frequently and will involve parents/carers and relevant professionals. The school may consider requesting an Education, Health and Care needs assessment where a child's needs cannot be met through the resources ordinarily available to school.	require intensive, highly personalised provision and frequent review. They may have an EHCP, be undergoing EHC needs assessment, or be receiving enhanced support while needs and provision are reviewed.
Education, Health and Care Plan (EHCP)	The school, or you, can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer on the LA website: https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page After the school have sent in the request to the Local Authority it will be decided whether your child's needs require statutory assessment. If this is the case they will ask you and all the professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue to support your child seeking additional advice and support as appropriate. After the reports have all been sent in, the Local Authority will decide if your child's needs are complex and require additional support in school to make good progress. If this is the case they will write an EHC Plan. The EHC Plan identifies the child's needs, agreed outcomes and the special educational provision required to meet those needs. It will also have long and short- term goals for your child.	Children and young people whose needs require provision to be specified through an Education, Health and Care Plan. An EHCP is not a separate tier; children with an EHCP will usually receive support within Tier 3 according to their individual level of need.

	An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. The progress of children with an EHC Plan is formally reviewed at an Annual Review with parents and all other professionals involved.	





How do we support children across the school?

Making the school physically accessible	We make reasonable adjustments to help children access the school environment safely and as independently as possible. Equipment and learning spaces are adapted according to individual need. The school has accessible toilet facilities and changing facilities, including a height-adjustable changing bed. Toilets and personal care areas are risk assessed and adapted where required.
Inclusive and adaptive teaching	All pupils are entitled to a broad, balanced and ambitious curriculum. Teachers use high-quality inclusive teaching and adapt their approach in response to pupils' needs. This may include additional modelling, scaffolding, visual support, practical resources, changes to pace or presentation, pre-teaching, alternative ways of recording and carefully planned adult support. Adaptations are designed to enable pupils to participate as independently as possible rather than creating unnecessary separation from their peers.
Ordinarily Available Provision	A wide range of support is available within everyday classroom practice. This may include visual timetables, now-and-next boards, movement or sensory breaks, adapted seating or equipment, communication supports and changes to the learning environment. Strategies are selected according to the individual pupil rather than provided automatically because a child has SEND.
Targeted interventions	Some pupils benefit from additional targeted intervention alongside classroom teaching. These may focus on areas such as phonics, reading, mathematics, speech and language, communication, fine motor development, social skills or emotional wellbeing. Interventions have a clear purpose and are reviewed regularly to consider their impact. The specific programmes used may change according to pupil need and current school provision.
Specialist advice and equipment	Where appropriate, school may seek advice from external professionals such as Rochdale Additional Needs Service, Speech and Language Therapy, Occupational Therapy or Educational Psychology. Recommendations may include particular teaching strategies, communication approaches, sensory support or specialist equipment. Any specialist resources are used following assessment of the individual child's needs and, where appropriate, professional advice.
Internal Inclusive Provision – Rainbow Room	A small number of pupils with significant and complex SEND may access our Internal Inclusive Provision, known as the Rainbow Room, for part or most of their school day. Pupils remain members of their mainstream class and access learning and experiences with their peers whenever this is appropriate and beneficial. Provision within the Rainbow Room is highly personalised and may focus on communication, sensory development and regulation, engagement, cognition, physical development and independence. Entry to and exit from the Rainbow Room are based on individual need and are reviewed regularly with parents/carers.

Sensory Classroom curriculum	For pupils accessing the Rainbow Room who require a highly personalised developmental curriculum, the Sensory Classroom curriculum provides a framework for planning meaningful learning experiences. Teaching is practical, sensory and responsive to pupils' communication, regulation, engagement, physical and cognitive needs. Pupils also access phonics, early literacy, mathematics and other areas of the EYFS or National Curriculum where these are appropriate to their developmental stage.
Assessment and measuring progress	Teachers continually assess pupils so that teaching builds on what they already know, understand and can do. Progress is discussed through school pupil progress processes and provision is adjusted where necessary. For pupils working significantly below age-related expectations, including some pupils within the Rainbow Room, we use Cherry Garden Branch Maps as a developmental assessment tool to recognise small steps of progress and identify appropriate next steps.
Engagement Model	For pupils who are not yet engaged in subject-specific study, the Engagement Model may also be used to help us understand how they engage with learning through exploration, realisation, anticipation, persistence and initiation. This helps staff identify not only what pupils learn but how they learn most effectively.
Supporting emotional, social and mental health needs	We recognise that some pupils need additional support with emotional wellbeing, relationships, regulation and social development. Support may include strategies within the classroom, pastoral support, ELSA provision, social groups and individualised approaches. Staff work closely with families and, where necessary, external professionals to ensure that support reflects the child's needs.
Participation in school life	Our aim is for children with SEND to participate fully in the life of the school. Trips, clubs, enrichment activities, PE, Forest School and other opportunities are adapted wherever necessary so that pupils can take part alongside their peers. The level and type of support will depend on each child's individual needs.
Pupil voice and independence	Children are supported to express their views about what helps them to learn, communicate and feel safe. This may be through conversation, observation, symbols, visuals, AAC or other appropriate methods. We aim to develop pupils' confidence, independence and ability to use their skills across different people, places and situations.
How are the adults in school helped to work with children with an SEND and what training do they have?	Our staff are trained so that we are able to adapt to a range of SEN such as specific learning difficulties, autistic spectrum condition, speech, language and communication needs and emotional and social needs. We believe it is important for children to develop relationships with a number of adults across the school and we ensure all staff understand a child's SEN. Staff training is delivered half termly by the SENDCO and covers a range of relevant topics to support staff. During the academic year 2025-2026 professional development has had a particular

	focus on inclusive teaching, enabling environments, evidence-informed adaptations and effective implementation of the graduated response.





How can your child be supported during transition in school?

How will we support your child with identified special needs before starting at school?	• We would like you to visit our school with your child to have a look around and speak to staff. • If other professionals are already involved, a meeting may be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts. If possible, we would ask for supporting documents to be sent to us from professionals/other provisions, to support the transition. • We may visit your child if he or she is attending another provision. • We may suggest writing a plan of action to help your child to settle more easily.
How will we support your child when they are leaving this school or moving onto another class?	We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school: • We can contact the new school's SENDCO to pass on any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. • We arrange a meeting with the SENDCO from the new school to discuss and pass on relevant information and documentation. When moving classes in school: • Information and relevant documents will be passed onto the new class teacher and a 'handover' meeting with the previous and new teacher will take place. • If your child would be helped by a book, or other resource to support them to understand moving on, then it may be made for them. • There will be an opportunity for children to meet their new teacher and other adults who will be working with them and to see their new classroom. In Year 5 (in the Summer term): • Children with EHC Plans will have a 'transition review' of their progress and needs which will be an opportunity to discuss appropriate high school options. In Year 6: • The SENDCO from the high school attends the Annual Review meetings. • We arrange extra transition visits for your child to become familiar with their new surroundings. • In some cases, staff from the new school will visit your child in this school.

	We meet and discuss a pupil's need and progress and attainment with their current setting. We send detailed records of individual pupil's progress and attainment and will record where further conversations and visits would be beneficial to the receiving school. We contact/meet with all agencies involved in providing support for each child and set out how we can work together in the future. We welcome pupils in to school prior to their start date with their parents/carers so that they can meet their teacher, peers and see their classroom. We work with their current setting to produce a transition booklet which they can use to discuss with adults their new school prior to starting. Our reception and nursery class teachers make visits to the child's nursery setting or home prior to the children joining at the beginning of the reception year. There is also a transition visit for the children to come and experience the school setting with their parents, in the Summer term prior to their admission. At these sessions, whilst the children are in their new classrooms, parents/carers have the opportunity to speak with the Head teacher, SENDCO and the school's Children's Welfare Officer about any concerns they may have. All children who join our school (other than at the start of Reception) are given a peer mentor who will support them and help them settle into their new class. All children have a transition day where they meet their new teacher in the Summer term. In Year 6, teachers prepare children for the transition to secondary school and secondary staff visit the school to talk about all children's needs. Some children benefit from extra support over this transition to secondary school. These children will be supported by a teaching and learning assistant or the SENDCO. This may involve additional visits to the secondary school. When funding is available, SEND children will be targeted for attendance at summer school in liaison with the receiving secondary school.

How will we support your child when they join our school part-way through the year?	If your child is planning on moving to our school: • We invite you to visit the school with your child to have a look around and speak to staff. • If other professionals are involved with the child, a meeting of all the professionals may be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts: (1) We may put 'settling in' strategies in place.

	(2) If your child has moved to our school without a transition: We will contact the previous school to arrange for transfer of information as soon as is possible. Your child will be monitored and any necessary additional support will be discussed with the class teacher and other relevant professionals.



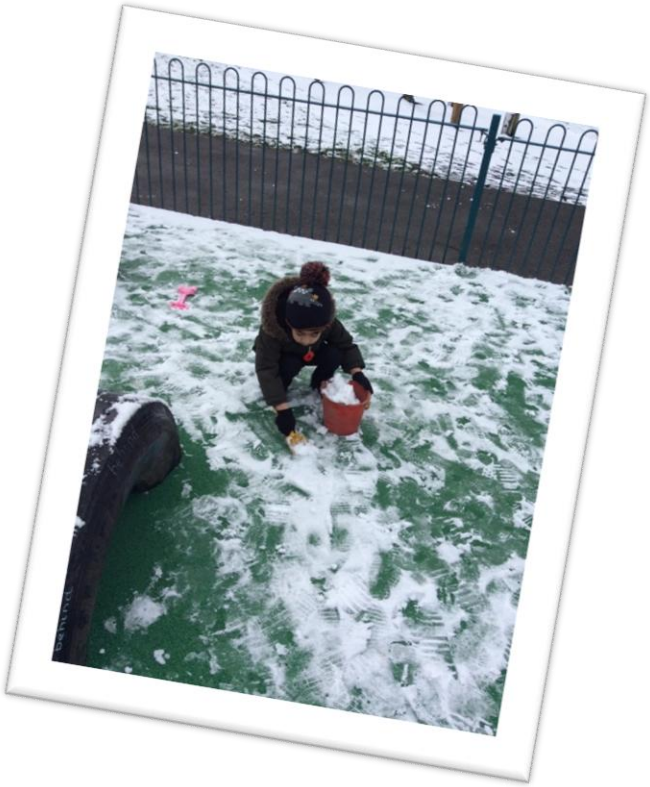


How can you be supported as a parent of a child with additional needs?

Parental/Carer and Pupil voice	Arrangements for consulting with parents and pupils will be made throughout all SEND processes. This is to ensure that there is a child-centred approach and a clear set of targets agreed that best match the child's needs.
What support do we have for you as a parent of a child with SEND?	We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. In addition: • The SENDCO is available to meet with you to discuss your child's progress or any concerns you may have. The SENDCO is often available at the end of the school day without an appointment or alternatively an appointment can be made via the school office or the SENDCO's direct email kduggan@hamer.rochdale.sch.uk. • The pastoral team are available to help with a wider range of support. The SENDCO or your child's class teacher may recommend you speak to a member of the team to help address issues other than your child's educational need. The Pastoral team consists of Mrs Terry (Head Teacher), Mrs Smith (Children's Welfare Officer), Miss Mullane (Behaviour Lead), Mrs Salter (Attendance Lead) and Miss Duggan (SENDCO). • All information from outside professional agencies may be discussed with you with the person involved directly or, where this is not possible, in a report. The SENDCO may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Support Plans are reviewed regularly (at least termly). • EHC Plans are reviewed each year. • Homework may be adjusted to your child's individual needs • A Home/School contact book may be used to support communication. • If your child is undergoing Statutory Assessment you will also be supported by the Children's Services SEND Caseworker. He/she will ensure that you fully understand the process. • Additional information and contacts of external support within the school community are on our web-site.

How do we complain if things seem to be going wrong?	If there is a concern which is not resolved by the actions described please refer to the school's complaint procedure. If we are concerned regarding external provision or decisions made, school will challenge those decisions, following a discussion with parents/carers.
How do we monitor and evaluate our SEN provision?	• Tracking of progress measured against national progress, individually and at a year group level. • Feedback from parents. • Lesson observations. • Individual case monitoring. • Pupil voice. • Report to governors. • Reports from school improvement professionals.







What specialist services and expertise are available to children with SEND in this school?

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behavioural and social needs of our children.
The school accesses a range of specialist services including:

- School Nurse
- Speech and Language Therapist
- Occupational Therapist
- Educational Psychologists
- Physiotherapists
- Education Social Worker
- Vision and Hearing Support
- Outreach support from specialist schools
- Specialist support from RANS Autism Social Communication Team
- Social services
- Social Care Family Support Workers
- Looked After Children Support Team
- Child and Adolescent Mental Health Services (CAHMS)
- Paediatricians
- Local Authority Education, Health and Care Plan Team
- HomeStart