

St Denys CE Infant School Special Educational and Disability Needs Information for Parents 2024



Key information:

Address:	Laud Close, Ibstock Leics LE67 6NL
Telephone number:	01530 260004
Website address:	stdenysschool.com
Head teacher -	Mrs Cheryl Sargeant
Type of school:	Infant School, for ages 4-7 years with a SEND Resource Base for children with Communication and Interaction difficulties and additional needs

Name of Special Educational Needs and Disabilities Co-ordinator- Mrs C Webster

Name of Head of Moderate Learning Difficulties Unit- Mrs C Sargeant

Number of children in the school receiving Special Needs Support:

Special Educational Needs Governor – Yvonne Tular

Chair of Governors – Nigel Roberts

St Denys Infant School is a Local Authority School, Leicestershire Local Authority.

The school is part of the Collaboration 360 Schools group.

1. What kind of Special Needs and Disabilities can the school provide for?

St Denys C.E. Infant School is a mainstream setting with a specialist resource base for children with Communication and Interaction difficulties and additional needs.

At St Denys C.E Infant School we believe in the education of the whole child and want every child to do the very best that they can. We work hard to find the key to unlocking the potential ability of every child in the school.

We believe that by working with the child, their parents and carers and members of staff we can provide the appropriate environment for each child to learn.

Throughout the school, and specifically within the Communication and Interaction Resource Base, the children are included in all aspects of school life and are able to work in mainstream classes where this is suitable. This enables children to develop areas of strength and reach their full potential.

Our school currently provides additional and/or different provision under each category of need:

- Communication and Interaction, for example, Autistic Spectrum Disorder, Speech and Language Difficulties, Anxiety based communication difficulties, Developmental Language Delay etc.
- Cognition and Learning, for example, dyslexia, dyspraxia, global developmental delay, dyscalculia etc
- Social, Emotional and Mental Health difficulties, for example, ADHD (attention deficit hyperactive disorder), Attachment disorder etc
- Sensory and/or Physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy etc

In the specialist setting of the Communication and Interaction Resource Base, we provide support for pupils who may:

- have significant communication and Interaction needs who require significant Speech and Language intervention, smaller classes and a higher adult to child ratio
- need social skills to be taught explicitly
- have significant attention difficulties or be self-absorbed and difficult to engage.
- demonstrate rigidity and resistance to social interaction which may at times result in challenging behaviours that could endanger self and others.
- have anxiety issues that have resulted in an inability to, or significant challenges in, being able to engage with and attend school
- be withdrawn from traditional styles of teaching and learning and may be reluctant to engage initially without significant differentiation to practices which may be seen as beyond reasonable for a mainstream education setting
- display a range of challenging behaviours that may include reluctance, verbal or physical responses i.e. task avoidance, defiance, swearing or hurting others/causing damage or shut down, freeze or becomes catatonic in presentation.
- be socially isolated or withdrawn and unable, or lack confidence to, engage with others.

- find large groups stressful or in such situations find it difficult to manage or learn.
- take time to build trust in staff, to feel understood and valued
- have additional needs that behaviours mask
- present with low self-esteem

2. How do we recognise when children have Special Educational Needs and Disabilities?

Teachers use reading assessments, phonic checks, spelling tests and a variety of other assessment tools to regularly assess children's work and skills in different areas of learning. They use these assessments alongside their teacher judgement to identify children whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN but it will prompt the teacher to complete an Initial Concerns Form. This form is then sent to the Special Educational Needs Co-ordinator (SENCo). The SENCo will then complete an observation and a meeting will be arranged wherein the SENCo and class teacher agree targets and strategies that are specific to the child and include these in a Learning Plan. The class teacher will meet with parents to discuss these targets, at least once a term.

Where the child's needs are more wide ranging, the school can seek help from specialist services such as;

- Speech and Language Therapy Service.
- Educational Psychology Service.
- Specialist Teaching Services - e.g. Visual, Hearing, Dyslexia, Early Years, Specialist teaching service, Behaviour Support Forums, Autism Outreach.
- Looked After Children's Service.
- Physiotherapy Service
- Occupational Therapy Services.
- Social Care
- Strengthening Families Team
- School Nurse

The class teachers all meet with the Head teacher, Deputy Headteacher and SENCo once a term for Pupil Progress meetings and at these children with additional needs will be discussed to ensure we are doing all we can to help the child progress. In the Spring and Summer term, the SENCo will meet with the class teachers to discuss any provision in place and review the children's progress.

The SEN Co-ordinator also has some specialist assessment tools which she can use to help inform the overall understanding of the children's needs, such as the Boxall Tracker and a Dyslexia Screen. The SENCo oversees all these assessments and ensures children get whatever help they need to make progress.

3. How does the school consult and involve parents and pupils?

At St Denys we will have an early discussion with the pupil and their parents when identifying whether a child needs special educational provision. These conversations will make sure that everyone develops a good understanding of the pupils' areas of strength and difficulty and that parents' concerns are taken into account. Discussions will take place with the parents about the agreed outcomes for the child so that everyone is clear on what the next steps are. Any discussion that is had with parents is added to the pupils' record and all parents will be notified when it is decided to place a child on the SEND Register.

Parents will be invited into school at least termly to discuss their child's progress against their learning plan. The SENCo will also be available for meetings as and when requested by parents. For a child with an EHCP, parents will be invited annually to contribute to an annual review.

If a parent has concerns about their child's learning or social and emotional development, they can book a meeting with the child's teacher in the first instance. Parents are also welcome to book a meeting with the SENCo, Mrs Webster. During these meetings, parents' concerns are listened to, advice and support is given and an action plan is made for the future with a date for review.

All children who have Learning Plans are aware of their targets and what they are working on in class. When children are part of interventions, the aim of the intervention and their target is made clear to them, as well as their successes. Similarly, when children have ELSA (Emotional Literacy Support Assistant) sessions, their views are sought before and after any intervention sessions.

4. How does the school assess and review pupil's progress towards outcomes?

St Denys CE Infant School follows the Assess, Plan, Do, Review cycle as set out in the Special Educational Needs and Disabilities Code of Practice (2015).

The targets set for children who need SEN support are reviewed by class teachers regularly throughout the year to see if they have been successful. If class teachers feel that children are not making progress with the targets set they will seek further advice from the SENCo. The SENCo discusses with the class teacher what more could be done and if further help from other agencies is needed. This information is gained by the class teacher's ongoing knowledge of the child and will include formal and informal testing that the teacher has done.

In the termly pupil progress meetings the Head teacher will further question how the children are making progress and if this progress has been sufficient. Progress targets are set for every class and the progress of children with SEN support are looked at against these targets.

Where children are making less than expected progress, the SENCo and Class teacher will meet to discuss any further strategies, interventions or outside agency support that could be put in place to further support the child.

The Governing Body has an identified SEN Governor who meets termly with the SENCo and Head of the Communication and Interaction Resource Base to ask how children are making progress. The SEN Governor reports to the whole Governing Body each term on how the children with special needs are being supported and what progress they are making against targets.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The SENCo regularly reviews the effectiveness of the support and interventions and their impact on pupils progress.

Where children have EHCPs, parents are invited to the EHCP annual review and to contribute to whether they feel that their child has met the targets and to contribute towards the setting of new targets.

5. Our approach to teaching pupils with SEND.

How does the school adapt the curriculum and learning environment?

The class teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is the first step in responding to pupils who have SEND. Where more support is required class teachers will be clear from meetings with the SENCo what additional support is needed by each child with SEN. In these meetings strategies will be discussed as to how the curriculum needs to be adjusted. The target is discussed and a clear plan of action emerges for how to move forward.

The teacher plans for needs recognised in the weekly planning and liaises with any additional staff who are supporting the child to ensure it is clear what strategies need to be used to enable the child to progress.

Quality First Teaching will ensure that the child is encouraged and supported in their learning.

This may involve the following adjustments:

- Differentiating the curriculum to ensure that all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, expectations of how the learning is presented.
- Adapting our resources and staffing
- Using recommended aids
- Differentiating the teaching for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Changing the way the teacher questions certain children.
- Where the child sits in the class.
- The location for where certain work happens, the child may need a much quieter environment than the classroom sometimes.
- Including brain breaks or sensory circuits as part of their curriculum.
- Interventions such as Precision Teach, Colourful Semantics etc.
- Individual reward system.

It is understood by all staff at St Denys that all children are unique and that no one set of reasonable adjustments or best endeavours will suit all children. Teachers working alongside the SENCo, will aim to make reasonable adjustments to the curriculum and learning environment on an individual basis for each child, taking into account their specific learning needs. Any adaptations will be recorded in a SEND Support plan and shared with parents/ carers.

The accessibility policy gives further information on increasing the extent to which disabled pupils can participate in the curriculum.

6. How will the school provide additional resources for a child with Special Needs and Disabilities?

Each class teacher in mainstream and in the Communication and Interaction Resource Base has additional adults assisting them and this is worked out each year within existing financial budgets to ensure all classes are well supported.

The Inclusion Team at St Denys is led by Mrs Webster, the SENCo and is made up of specially trained Higher Level Teaching Assistants, an ELSA (Emotional Literacy Support Assistant and several SEND Learning Support Assistants.

The aim of the Inclusion Team is to provide children with SEND access to a broad skillset and interventions from a range of specially trained support staff.

Where children have been identified as needing additional interventions or support, class teachers may seek advice and support from the Inclusion Team. This may take the form of interventions, in class support and in some cases 1:1 support. Any decisions as to how support will be put in place will always have regard to the children's Learning Plans, SEN Intervention Funding and EHCPs as well as existing budgets within school.

If additional funding is required to support a child with an identified Special Educational Need, the SENCo will liaise with the Special Educational Needs department of the Local Authority to ensure that Send Intervention Funding is applied for. This is where need is proven to be significantly above those expected of Quality First Teaching.

Some children may require additional resources to support them in their learning and these will be provided by the school.

Where recommendations for resources are made by the Specialist Teaching Service, the SENCo will liaise with the appropriate team to make sure any devices or resources are in school, e.g. liaising with the Hearing Impairment team for Assisted Listening Devices.

7. How do we enable pupils with SEND to engage in activities available to those in school who do not have SEND?

St Denys CE Infant School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. St Denys Infant School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. St Denys Infant School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to

remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. St Denys is separated into two buildings. The new building which was completed in September 2015 is fully accessible to all users including wheelchair users. The old building is largely accessible with the exception of some external doors which have a small step. The whole school building is accessible through the main entrance. There are two accessible toilets within school, one located in the Specialist Resource Base and the other in the main building.

St Denys has an Accessibility Policy and Plan which can be found on the school's website under Policies. It contains information about improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide and how we aim to improve the availability of accessible information to disabled pupils.

Pupils with an EHC Plan which names St Denys as their first choice of education provision are considered carefully by the SENCo and Head of Communication and Interaction Resource Base. These pupils will be admitted before any other places are allocated. Where the EHCP names mainstream provision the SENCo and the leader of the specified year group will make arrangements to visit the child in their current setting to assess whether St Denys can meet the needs of the child. St Denys has regard to the process and procedures as set out by Leicestershire County Council regarding EHCP plans. Where an application is made for the Communication and Interaction Resource base, the Head of the Resource Base will arrange to visit the child in their current setting and liaise with current educational providers as well as parents and carers to ensure that needs can be met.

St Denys follows Leicestershire County Councils Admissions to Mainstream schools (community and voluntary controlled) Policy and Procedures for all admissions arrangements. This policy can be found by following the link below and explains how St Denys manages oversubscription and admission arrangements. It also states that where a child has an EHCP then the case will be referred to SENA (Special Educational Needs Assessment Service). [ADMISSIONS TO MAINSTREAM SCHOOLS \(COMMUNITY & VOLUNTARY CONTROLLED\) POLICY & PROCEDURES \(leicestershire.gov.uk\)](https://www.leicestershire.gov.uk/admissions-to-mainstream-schools-community-voluntary-controlled-policy-procedures)

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs. All Year 2 pupils are encouraged to go on our annual residential trip and all pupils are encouraged to take part in sports days/ school trips/ school plays and any workshops we have in school. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

St Denys C.E Infant School provides a wide variety of extracurricular activities to enhance, broaden and stimulate the children's interests and aspirations. We strive to include all children in these activities, however for some children some activities e.g. the Pantomime,

can be very stressful. Where this is the case we would make suitable arrangements for them, which may include activities based on a similar theme.

For some children accessing these activities will need an adjustment to support which we are able to do from within the school's resources.

Our after school and extracurricular activities are varied and some local short trips are offered at no extra cost. After school clubs are offered inclusively to all children in certain Year groups. Where a child with higher needs wants to access this club the school employs support from its resources.

Examples of clubs across the school are:

- Multi Sports
- Lego
- Arts and Crafts

8. How do we support your child's social and emotional needs?

The class teacher is the primary source of pastoral and social and emotional care of all children in their class whether that be in Mainstream or in the Specialist Unit. In addition to the class teacher there is at least one member of Support Staff per year group who also has a pastoral role.

St Denys has an ELSA who is an Emotional Literacy Support Assistant. The aim of the ELSA is to build children's emotional development, help children feel happy in school and support children to reach their educational potential. This is completed through small group and 1:1 intervention in the ELSA room which is a specially designed nurture room at the heart of the school.



St Denys C.E Infant school has a Behaviour Policy that aims to promote good behaviour through positive praise and simple straightforward and understandable rules, this can be found on the school website. The school has a zero tolerance policy towards bullying. The school also has a number of staff who have been trained in Positive Handling techniques aimed at de-escalating troublesome behaviour. Where behaviour needs to be improved the staff will contact parents and seek to work together with the parents to improve the behaviour. All of these arrangements help us to avoid exclusions wherever we can for the benefit of the child and their family.

9. What expertise are in the school to support Special Educational Needs and Disabilities?

The school SENCo, Mrs Webster has 8 years experience in this role and has also worked as a class teacher. She is allocated 3 days a week to manage SEND provision.

Mrs Webster leads the Inclusion Team which is made up of a number of highly trained and skilled practitioners including:

Emotional Literacy Support Assistant

At St Denys our ELSA is Mrs Kirk.

An ELSA is a specialist teaching assistant who has had training from Educational Psychologists to support the emotional development of children and young people in schools. Their aim is to build children's emotional development, help children feel happy in school and support children to reach their educational potential. The ELSA works across the entire school, not just specifically with those children who have an identified special educational need. Class teachers complete a referral form for any child that they think may benefit from ELSA support, after which Mrs Kirk will observe the child in class and introduces herself to them. At this point parents are informed of the work that Mrs Kirk will be completing with their child. This may take the form of individual or group sessions depending on the needs identified and the programme of work being undertaken. Once the programme of work has been completed Mrs Kirk will liaise with class teachers and parents to feedback about the success of the sessions.

Higher Level Teaching Assistants

St Denys has two higher level teaching assistants; Mrs Andrews and Mrs Collier.

Mrs Andrews is a Forest School Teacher and delivers Forest School sessions across the school.

Mrs Collier is trained in Speech and Language and co-ordinates the schools speech and language provision under the direction of Mrs Webster. She completes initial assessments and supports classroom support assistants to put in place speech and language programmes that the school receives from the Speech and Language therapist.

SEND Learning Support Assistants

St Denys also has several SEND Learning Support Assistants who are deployed across the school under the direction of the SENCo, Mrs Webster. They work closely with the class

teachers to put in place support and provision for those children who have been identified as needing additional support. This may take the form of direct 1:1 work, small group interventions and in class support.

The staff at St Denys Infant School keep up to date by attending networks supporting areas of the curriculum such as Early Years, Literacy, Mathematics and Special Needs. The Head teacher attends Special School Head Teacher's Meetings and the Head of the Communication and Interaction Unit attends the Heads of Unit Network for Special Needs.

Many of the staff have had training in:

- Autism – Tier 1
- Speaking and Listening – including NELI
- Attachment Deficit Disorder
- Epi Pen training
- Precision Teaching
- A proportion of the staff have been trained in Team Teach, a positive handling approach.

When we assess children with Special Educational Needs we take every step to engage with the correct services so that we can meet the child's needs. This is done through our existing partnerships with the Educational Psychology service, Speech and Language Service, Autism Outreach and the Specialist Teaching Service. We have a good relationship with the school nurse and can seek support with other health issues if required.

The school nurse is available to be contacted by Parents. Her details can be found on the schools website.

10. What equipment and facilities can the school provide to support children with Special Needs and Disabilities?

St. Denys C.E. Infant School is housed in two single storey buildings. In the main building block there is a slight step to each classroom which has not been found to be an issue for children with mobility issues so far. The external block has no steps and wide double door entrance ways which are wheelchair friendly.

Within the school buildings the areas are wheelchair friendly. There is a disabled toilet and the children's toilets are wide enough for adaptations such as raised toilet seats or steps. In the Specialist Unit the toilets are disability friendly and suitable for children with mobility issues.

The school has a Sensory Room to support children with Sensory Issues and to provide a calming, sensory space. This will be available for all children within the school to access, housed in the Specialist Resource Base.

There is one disabled parking space in the staff car park and there is an area closer to the school building where drop off/ pick up parking would be made available to anyone with a disability.

Should we find the need to access specialist equipment for any child we would use School Health and the Specialist Teaching Service to access support. They would then liaise with the SENCo and class teacher to ensure that the right equipment was in place.

St Denys C.E Infant School takes the safety of the children very seriously;

- Secure site, access is only available with security cards during the day or by buzzing through to the office.
- Up to date records of all staff and DBS status.
- New staff and volunteers are subject to DBS checks and a safeguarding briefing.
- Health and Safety Policy
- High number of qualified first aiders across the school.

11. What will you do if you want to ask about your child's progress?

If you want to ask about your child's progress at St Denys the first person to speak to is the class teacher, followed by the Head teacher and the SENCO if appropriate. All classes have ClassDojo, which enables secure messaging between parents and teachers. Appointments with class teachers or the SENCo can be made by phoning or emailing the school office.

Below are some of the different ways the school communicates information with parents:

- New children and parents induction; three parents meetings before the children begin school.
- Parents evenings in Autumn and Spring terms and a report for each child in the Summer term.
- Parents and Friends group events.
- Class DoJo

All of these help to show our school to be a friendly, open and sharing environment, which encourages more parents to feel comfortable and at ease in school.

There are parents who volunteer to help in school and these are welcomed. A suitable DBS check needs to be completed for volunteers.

Both the Head teacher and class teachers are happy to discuss any areas of concern with parents and are keen to resolve any difficulties that could arise. In the specialist setting of the Communication and Interaction Resource Base, support staff regularly have contact and discuss issues with parents and carers.

12. How do we involve children in their learning?

At St Denys we recognise the importance of involving children in their learning and development and we strive to do so in the following ways:

- Clear objectives for learning tasks with praise and rewards for tasks well done.
- Verbal and written praise; for children with Special Educational Needs more of the feedback may be verbal and scribed on work as a record. The children have targets and these are talked about regularly as "We are working on... " or "We are trying hard to... "
- Clear two pen marking system giving each child regular feedback on how well they have done their task and their next steps. The marking policy can be found on the website.

In the Specialist Resource Base, when reviews take place, the Head of the Resource Base invites the child into the end of the review to share their books and work with parents and carers. The aim is to give even very young children a voice in the review.

Throughout the whole of the curriculum we ask children for their ideas, preferences and choices and accept whatever answers they make reinforcing that they really do have a choice and a voice. The children are asked for their views in a variety of ways, by Governors on learning walks and by the Head teacher and Subject leaders as part of classroom monitoring. In addition the school has a school council. Two children are chosen by the class to be their school councillors and then the School Council meet regularly to discuss what could be made better. Children with SEND are encouraged to become school councillors.

13. How do we support children with additional needs who are ready to transition to their next school?

When a child is due to transfer to their next school at the end of KS1, the SENCo will liaise closely with the school that they are due to transition to. It may be that extra transition to the new school is arranged for the child and/ or parents. We may invite the teachers/ SENCo from the new school into the classroom so that they can see first-hand the specific needs of the child and what is working well for them. Transition arrangements will be made with the needs of the specific child in mind.

All documentation pertaining to the child is securely handed over at an appropriate time. This is GDPR compliant.

If your child has an Education, Health and Care Plan, a transition meeting between the SENCo and the parents will be arranged to discuss the parent's preference for the next school placement. A transition review will take place before the October half term of the child's Year 2 year and parents will generally be notified of the school placement in January/ February.

When children with identified SEND join our EYFS from nursery settings, the nursery will complete a transition review form which will be sent to St Denys. This is completed in collaboration with parents/ carers and where possible a transition meeting will be arranged with all professionals involved.

14. How do we evaluate the effectiveness of SEND Provision?

At St Denys the provision for SEND is tracked through the school's monitoring systems including Provision Map to measure progress, ongoing assessment data and Pupil Progress meetings with both the Headteacher and the SENCo.

Staff review Learning Plans regularly and SEND Support Plans termly and discuss the needs of the children with the SENCo as a result of these meetings. These reviews are also discussed with the parents at parents evening and often additional meetings. As part of this review process the SENCo will conduct observations of the children to support the teacher's assessment and monitor the provision that has been put in place. Interventions are monitored to ensure that progress has been made after the specified number of weeks. Annual reviews are held annually for all children with an EHCP.

The SENCo regularly liaises with the Headteacher, at least half termly, to discuss any issues with SEND. The SENCo also liaises with year group leaders and is part of the Senior Leadership Team. At St Denys we aim to ensure that parents are involved at every stage and their views are considered. The SENCo has SEND Pupil Progress meetings with staff in the Spring and Summer term to discuss the progress and provision in place for children on the SEND register. Additionally the SENCo meets termly with the SEN Governor to discuss different areas of SEN and the SEN Action Plan. The SEN governor completes a full SEN report to the full governing body as a result of that meeting.

15. What do you do if you have a concern or complaint about what the school provides?

If any parent or carer has a complaint with the school, the first person to speak to would be the class teacher who will arrange a meeting. The issue would then be discussed and a plan of action prepared.

If having spoken to the class teacher the parent or carer was not satisfied then they would make an appointment to see the Head teacher or Deputy Head teacher who would investigate the complaint.

If any parent or carer was again not satisfied after the Head teacher's investigation, then the parent could consult with the Chair of Governors, the Chairs' details are in the bi-monthly newsletters which are also on the school website.

The schools Complaints Policy is also available on the school's website.

Parents can access more information about what is provided in Leicestershire for children with Special Needs by searching for www.leics.gov.uk/localoffer

Useful support services for parents and carers:

Leicestershire SEND Local Offer

[Special educational needs and disability | Leicestershire County Council](#)

Leicestershire SENDIASS

free, impartial and confidential advice and support for SEND children or young people aged 0-25 years.

[Welcome | SENDIASS \(sendiassleicestershire.org.uk\)](#)

ADHD Solutions

an independent not for profit community based initiative set up to support children, young people and adults who have ADHD and other co-existing neurodiverse traits, their families and the professionals that support or work alongside them

[Home | ADHD Solutions CIC](#)

Leicestershire SEND Parent and Carer hub

The Leicestershire SEND Hub is a parent carer led organisation for families of children and young people with additional or special educational needs and disabilities (SEND) who live or access services in Leicestershire.

[Home - Leicestershire Send Hub](#)