

Wormley Primary School

SEN Information Report

This report has been written with our vision in mind that each child should grow in their awareness of themselves and others, maximise their learning potential and with God all things are possible.

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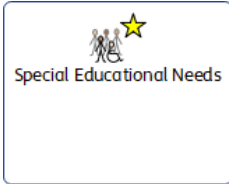
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How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?



- Class teachers, Teaching Assistants (TA's) and Learning Support Assistants (LSAs) with the support of parents, will identify if a child requires additional support.
- Observations, close monitoring and assessments will be carried out in the classroom to identify the area of need.
- Class teachers will work with the pupil and help them to express the areas of learning that they are finding challenging. Support, adaptations and intervention will be put into place within the classroom.
- The class teacher will request additional support from the SENCo when required.
- Following this the school Special Educational Needs Co-ordinator (SENCo) and their team may carry out an observation or any specific assessments to identify how to support the child further. Parents should discuss any concerns that they have about their child with the class teacher initially.
- Parents can then contact the school SENCO if they feel that further assessment/provision is required for their child.
- All pupils identified as having Special Education Need or Disability (SEND) will be added to the SEND support provision map. A graduated approach is used to form a four part cycle of assess, plan, do review (SEND, Code of Practice, Jan 2015).

Assessment of need

As a school, we assess all children continuously by completing assessments at the end of every term to measure pupil progress and identify the next steps in their learning. Most children and young people will have their special educational needs met in mainstream schools through adaptations and good classroom practice. This is called High Quality Teaching. From this teachers will be able to identify whether a pupil requires additional help.

If your child has a SEND, it is important for us to carry out additional assessments and observations to identify their strengths and areas of need. To do this, we will use a range of methods depending upon their needs. When your child enters our school, their current attainment is assessed to give us a 'baseline' from where they will progress. Depending upon their needs, other assessments may be needed. These could include:

- Speech Therapy Assessments – which may focus on sound production, understanding of language, or other relevant assessments to your child's needs
- Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments.
- Specific learning difficulties assessment (not including diagnostic assessment).





Identification



of need

Identifying, assessing and reviewing children with special educational needs

Most children at Wormley Primary School will have their special educational needs met through High Quality Teaching within the classroom.

Identification of Need

- Class teachers TA's and LSAs, with the support of parents and child, identify if a child requires additional support.
- Children are also identified during termly assessment tracking and pupils progress meetings with the class teacher and Senior Leadership Team (SLT).
- Observations, close monitoring and further assessments are carried out in the classroom to identify the area of need.
- The class teacher works with the child and helps them to express the areas of learning that they are finding challenging.
- Support, differentiation and intervention is planned with the teacher, parents and child and it is put into place within the classroom.
- A class teacher requests additional support from a SENCo through an internal referral form when required.
- Following this, a school SENCo and their team may carry out observations or specific assessments to identify how to support the child further.
- Parents and children can discuss any concerns that they have about their child with the class teacher initially.
- Parents can then contact the school SENCo team if they feel that further assessment/provision is required for their child.
- All children identified as having a Special Education Need or Disability (SEND) are added to the whole school provision map.
- A graduated approach is used to form a four part cycle of assess, plan, do review (SEND, Code of Practice, Jan 2015).

If you think that your child may have a special educational need you should first discuss this with your child's teacher. The school SENDCo may be present for this discussion or may be involved at a later stage. You can contact the school Senco at any time should you have any concerns:

senco@wormleyprimary.co.uk

2. How will school staff support my child?



Our



approach

Our approach to teaching children with SEN

At Wormley Primary School our approach to teaching children with SEN is to focus on the individual needs of the child and to plan a collaborative approach to support their needs, ensuring access to the curriculum. We regularly review and adapt our provision when needed to ensure maximum progression in their area of need.

All children follow the Early Years Foundation Stage/National Curriculum at a pace that suits them. We encourage independence at every stage of their learning. This is linked to our social learning agenda. More about this can be found on the Social Learning page of the website.

Wormley School strives to give every child the best support possible within a mainstream setting and works closely with the child, parents/carers, staff and external professionals to ensure a collaborative and consistent approach.

We offer differentiated learning opportunities

- We run specific interventions/provision for children with a higher level of need
- Additional in class learning support is available
- We use advice from external agencies e.g. speech and language therapy reports will be used to support provision and learning.
- Additional resources and equipment are available and purchased where necessary to meet your child's needs



3. How will I know how my child is doing?



· You can arrange to meet class teacher/SENCO anytime

- Parent consultation meetings are held twice a year
- Additional termly meetings are offered to all children with an SEND need
- An annual Report will be sent out in the summer term
- Parents will receive copies of reports/assessments carried out
- Parents will be invited to consultations with external professionals · Parents are required to have an active role in supporting their child’s provision
- If your child has a personalised learning plan, the progress towards these targets will be shared with you.

Plan				
Area of Concern	Target	Desired outcome	Strategies & Provisions	
edit	To develop instant recognition of high frequency words.	Achieved in 1 weeks. edit	Flashcards, bingo, games, classroom posters, labels, sticky notes. edit	Mrs Carole Jacobson remove Mr Christopher Jones remove Select add
edit	Show that you are listening by giving the speaker your attention.	Observed on 1 occasions. edit	Seating plan, ensuring pupil has good view of speaker. edit	Mr Clark Kent remove Mrs Carole Jacobson remove Select add
edit	Learn to spell high frequency words.	Correct spelling of high frequency words. edit	Flashcards, bingo, software. edit	Mr George James remove Ms Anne Little remove Select add

[add target from the library](#) [add blank target](#) [reorder](#)

4. How will the learning and development provision be matched to my child’s needs?

Adapted learning is planned by teachers for all children. This ensures that activities and learning is matched to all pupils’ needs. · Following assessments carried out, provision will be planned which may involve intervention for children to develop a specific area of learning. · Interventions are reviewed regularly and are continued when there is maximum impact.

- External agency advice e.g. speech and language therapy reports will be used to support provision and learning.
- Provision is matched to every child’s needs and ranges from differentiated work and support in the classroom to an individual one-to-one programme of work following advice and support from external professionals.

Adaptations to curriculum and environment

At Wormley Primary School all children receive High Quality Teaching, where they access a broad and balanced curriculum. We currently have children with a variety of needs in school and adapt our curriculum in the following ways:



Support for children with speech, language and communication needs:

- Early Talk



- TalkBoost



- Attention Autism

Attention Autism Stages

- Stage 1: The Bucket
 - Focus attention.
- Stage 2: The Attention Builder
 - Sustain attention.
- Stage 3: The Attention Game
 - Shift attention (turn taking activities).
- Stage 4: The Table Activities
 - Transition.



- NELI



Complete NELI Kit



- WellComm

What the child understands	Yes / No	
1. Does the child know which day comes after Saturday?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
2. Can the child understand the target sentence?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
3. Can the child understand the emotion word 'anxious'?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4. Can the child understand the phrase 'get your skates on'?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5. Does the child know what happens next?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
What the child uses	Yes / No	
6. Can the child tell you the days of the week in sequence?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
7. Can the child repeat seven-word sentences correctly?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8. Can the child label the categories correctly?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
9. Can the child understand and explain the phrase 'ants in your pants'?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
10. Can the child use the future tense 'will'?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

- Speech and Language programmes recommended by schools' independent speech and language therapist
- Targets and recommendation from NHS speech and language therapist

Support for children with cognition and learning needs:

- An inclusive and supportive curriculum
- Range of teaching and learning styles
- Adapted learning
- In class individual or small group support
- Targeted support for children with Specific Learning Difficulties (SpLD)
- Recommendations from outside agencies e.g. Educational Psychology Service
- Precision teaching



- Number Stacks Maths intervention

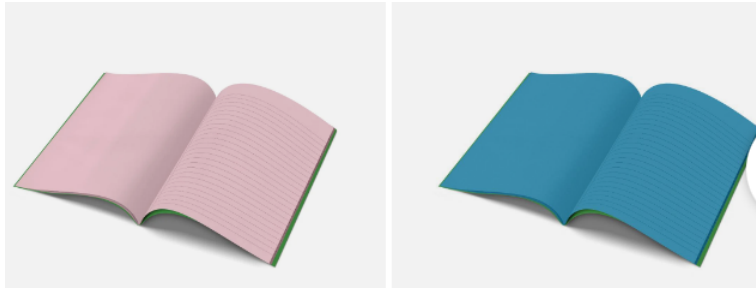
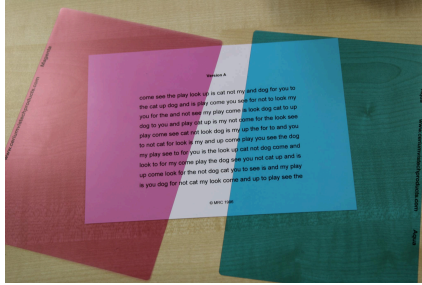


- SOS spelling



- Hi-Five

- Coloured books/paper - for those with visual stress



- A broad range of extra-curricular activities, including Boosters
- Closing the gap - pupil premium reading support
- Access to technology and interactive learning tools

Support for children with social, emotional and mental health difficulties:

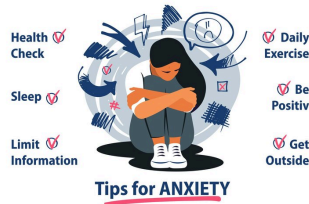


- Forest school
- Drawing and talking
- Play therapy
- Nurture Garden
- Lunch time provision - Oak Tree



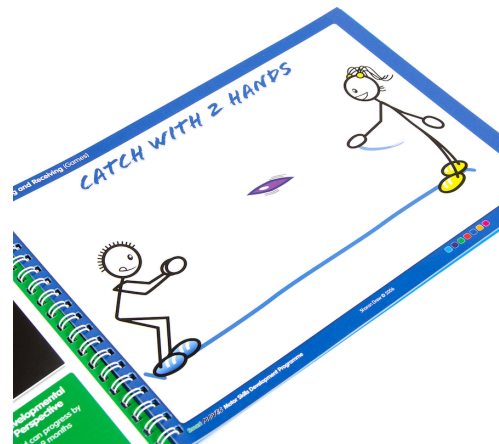
- ELSA

- Specialist group support from outside agencies e.g. STEP2 and CAMHS.
(Child and Adult Mental Health Services)



Support for children with sensory and physical needs:

- Gross Motor Skills interventions- SMART moves and Occupational Therapy recommendations.



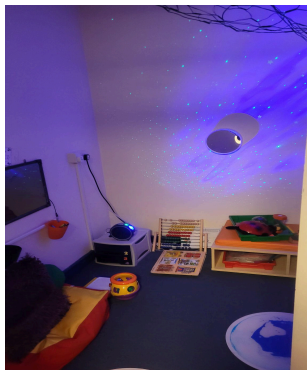
- Fine Motor Skills interventions



- Sensory circuit




- Sensory room and exploring





- Our school is one level and ramps are in place where required. For further information please view or download our Accessibility Policy and Plan which can be found in the schools policy section of our website.

5. How we evaluate the effectiveness of SEN Provision

 <p>Positive impact</p>	<p>At Wormley Primary School, we evaluate the effectiveness of SEN provision to ensure that pupils receive the best support to meet their needs and as part of the graduated approach of Assess, Plan, Do, Review. We currently evaluate the effectiveness of our provision through regular reviews of the child's Learning Plans and our Provision Mapping.</p> <p>How do we ensure the provision has a positive impact for the children? We continuously ensure the provision has a positive impact on the outcomes for all of our children in a variety of ways, including:</p> <ul style="list-style-type: none"> ○ Written reviews of the impact of the provision on each child on provision mapping ○ Termly discussions and reviews of the child's Learning Plan with class teacher, SEN LSA, parent/carer and SENCO ○ Ongoing discussions between SEN LSAs, teachers and SENCOs ○ Pupil Progress meetings with the class teacher and the Senior Leadership Team ○ Observations by teachers, SENCO and SLT team. ○ Performance management reviews ○ External audits e.g. Hertfordshire Improvement Partner ○ Discussions/meetings with pupils and parents/carers
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6. What support will there be for my child's overall wellbeing?

 <p>Wellbeing</p>	<p>Positive mental health and wellbeing is promoted throughout the whole school with additional support where needed</p> <ul style="list-style-type: none"> ● We have a whole school social learning agenda. ● We have achieved the Well-being award providing children with a range of enrichment days and resources/skills to enable them to identify and manage their own wellbeing and that of others.  <ul style="list-style-type: none"> ● We have a calm room which all children can use when required for some time out. ● We also have safe spaces around the school for children to use when needed.
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- We have wellbeing ambassadors who champion wellbeing in assemblies and across the school
- We have play therapy available to support children with extreme emotional and social needs. These are run by an external play therapist.
- Nurture groups and sessions are also available for children with the greatest pastoral need.
- Social skills groups are available for children throughout the school.
- Whole class and personalised behaviour/reward plans are in place where appropriate.



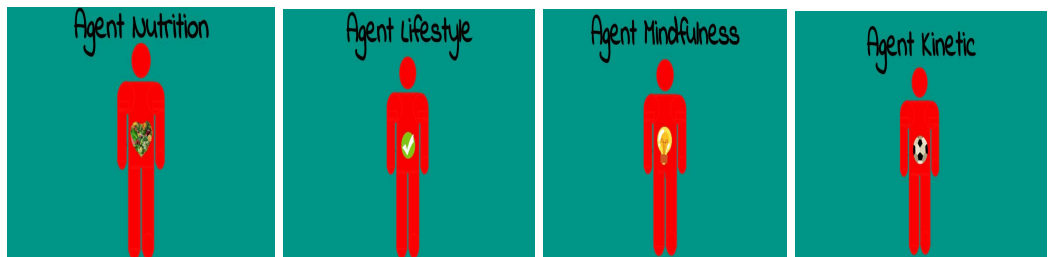
Emotional



development

Emotional Development

Wormley CofE Primary School proudly earned the Wellbeing Award for Schools (WAS) which acknowledges a culture of valuing well-being and supporting the mental health needs of the whole school. Positive mental health and well-being is promoted throughout the whole school with additional support where needed. As a school we have developed and promoted 4 Wellbeing Agents (Agent Kinetic, Agent Nutrition, Agent Mindfulness and Agent Lifestyle).



We offer a range of provision to support children with differing emotional and social needs including;



- Nurture garden
- Oak Tree nurture lunch group
- Calm spaces

- Safe spaces
- Well-being Champs
- Daily mile
- Take 10
- Play therapy
- ELSA
- Social skills groups
- Zones of regulation



- Well Being questionnaires

Wormley CofE Primary School is part of the Hertfordshire Mental Health Support Teams cluster. As a result the school has weekly support from mental health support practitioners (MHSP) who offer coaching to parents to enable them to support their children as well as group intervention for children. We also work closely with the Local Authority and private providers of additional services, such as Educational Psychologists, Occupational Therapy, CAMHS (Child and Adolescent Mental Health Service), school nursing service, Social Services and Medical Professionals to support the child's emotional needs.



Pastoral and



Social



Care




Pastoral and Social Care

We have a whole school social learning agenda which focuses on making visible the social aspects of children's learning in order to maximise individual learning potential, accelerate progress and raise attainment. This is through the 7 Learning Agents (Agent Curious, Agent Considerate, Agent Creative, Agent Resilient, Agent Reflective, Agent Cooperative, Agent Strategy). Please see the Social Learning page of the website for more information on this.

Hertfordshire's Therapeutic Thinking Approach to Behaviour

Wormley Primary School is committed to a therapeutic approach to behaviour management. A member of the leadership team is trained as a tutor in this approach and the whole school is Hertfordshire STEPS trained. Please find more information on this approach in our [behaviour policy: Rights and Responsibilities](#).

7. What specialist services and expertise are available at or accessed by the school?

 <p>Internal support</p>	<p>We access a range of specialist services and expertise both internally and externally.</p> <p>Internal support:</p> <ul style="list-style-type: none"> • Via school SENCo's and the LSA team who are highly trained and skilled in supporting staff, parents and the pupils with a range of needs. • Independent SALT support • Independent child therapist
 <p>External support</p>	<p>External support:</p> <ul style="list-style-type: none"> • Outreach support is available from Middleton School - this support advises teachers on how to best support the needs of pupils with learning and communication difficulties. • SEND Specialist Advice and Support (SENDIASS) work throughout Hertfordshire to support children and young people (0-25) with special educational needs and disabilities, their families and schools or settings. is available: https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/support-and-specialist-services/send-specialist-advice-and-support-send-sas • Education Psychology advice and consultations • Step 2 Early Mental Health support • Child and Adolescent Mental health Service (CAMHS) • School nursing team • NHS Speech & Language Therapy Service
 <p>SENCo team</p>	<p>The SENCo Team</p> <p>We have two part-time SENCos at Wormley Primary: Mrs F. Drake & Mrs L. Hawkins</p> <p>Between them they have knowledge, expertise and experience in a wide range of Special Educational needs.</p>

8. What training have the staff, supporting children and young people with SEND, had or are having?



Staff are kept up to date with relevant training and many have specialist training.

Some of the staff training that has been undertaken include:

- Hertfordshire Therapeutic Thinking training- Therapeutic approach to behaviour
- Tier 1 AET Autism training
- PECS training
- Supporting pupils with speech and language difficulties – Talk boost, Elklan, Makaton training. We also use Wellcomm assessments to assess pupils' understanding of age appropriate language.
- Supporting children with social, emotional, mental health needs (SEMH) – Nurture, well-being, mental health first aid, forest school training, ELSA (Emotional Literacy Support)
- Supporting children with medical needs – First aid, paediatric first aid, Mental health first aid, AAI (Epipen), epilepsy training, diabetes training .
- Supporting children with working memory difficulties

All SENCos are completing their National SENCo award and attend regular training to keep updated with government legislations, policies and practice.

What training do staff supporting children with SEND have?



Staff are kept up to date with relevant professional development, including specialist and accredited training. Examples include:

- Hertfordshire Therapeutic Thinking training- a therapeutic approach to behaviour
- Tier 1 - 3 AET Autism training
- Supporting pupils with speech and language difficulties – Talk Boost, Elklan Communication Friendly School accreditation, Word Aware, Makaton training (We also use Wellcomm assessments to assess pupils' understanding of age appropriate language)
- Supporting children with social, emotional, mental health needs (SEMH) – Nurture training, Well-being Award for Schools, Mental Health First Aid training, Forest School accreditation
- Supporting children with medical needs – First Aid, Paediatric First Aid, Mental Health First Aid, AAI (Epipen training), epilepsy training.
- Precision teaching
- Executive functioning and metacognition
- Supporting children with working memory difficulties
- Level 1 Safeguarding, including regular updates






Training

9. How will you help me to support my child's learning?

 <p>Support my</p>  <p>childrens learning</p>	<ul style="list-style-type: none">• Your child's class teacher and/or SENCo will give suggestions on how you can further support your child's developmental needs at home during review meetings.• You can arrange to meet the class teacher/SENCo at any time to discuss how you can support your child further.• Annual reports for all children will indicate targets which can be supported at home.• We will also advise and signpost you to external professionals and Paediatricians where we see a need.
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10. How will I be involved in discussions about and planning for my child's education?

 <p>Discussions</p>  <p>Review of</p>  <p>provision</p>	<ul style="list-style-type: none">• Class teachers will meet with you regularly to discuss what provision has been planned.• Additional support or external agency involvement will require your permission and the school SENCo will contact you in relation to this.• Opportunities are available for parents to meet with external professionals to discuss their child's specific needs.• Children are also involved in all stages of target setting and reviewing learning plans. <p>Review of provision</p> <p>Provision is reviewed at least termly. Parents/carers and the pupils are an integral part of the review process and will work with the class teacher to review and adapt provisions and targets accordingly. All provisions and targets are reviewed regularly by the SENCo team. If some targets are not achieved they might be continued to the next learning plan and others that have been met might be removed. The success of the provision will also be discussed and decisions will be made about whether to continue with the same provision or to change it.</p> <p>Some children will need further learning plans set up to continue to support their needs and other children might no longer need them as their needs can now be met through High Quality Teaching alone.</p>
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11. How will my child be included in activities outside the classroom including school trips?

How children with SEN engage in all activities



With God all things are possible (Matthew 19:26)



Have Faith, Take Responsibility, Show Respect and Achieve.

Our mission is to provide a unique environment and curriculum in which all participants are welcomed, valued and enabled to flourish.


Wormley Primary School is a fully inclusive school where we:

- Ensure that all children with SEND are fully included in all school activities to promote the highest levels of achievement so all SEN pupils achieve their full potential.
 - Ensure that reasonable adaptations and adjustments are in place to allow all pupils to have access to the school curriculum and all school activities including wraparound care and educational visits.
 - Ensure that every child develops independence and resilience to be successful in all aspects of school life.
 - Ensure that the necessary risk assessments are in place.
-
- School trips are planned to be accessible to all pupils.
 - Any reasonable adjustments will be put in place to allow every child to attend the school trips.
 - All risks will be assessed by staff before school trips take place.

12. How accessible is the school environment?

 <p>Accessible</p>	<p>Our school is one level and ramps are in place where required.</p> <ul style="list-style-type: none">· Sound field systems are used in classrooms and halls for children who have hearing impairments.· Children are able to easily access resources within the classroom and the building is secure with sensor activated doors. 
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13. Who can I contact for further information?

 <p>Key contacts</p>	<p>Key Contacts</p> <ul style="list-style-type: none">○ Mrs Faye Drake - Special Educational Needs Coordinator (SENCo) - 01992 30331 senco@wormleyprimary.co.uk○ Mrs Linzi Hawkins (SENCo) - 01992 30331 senco@wormleyprimary.co.uk○ Mrs T Gaiteri (Head Teacher) – 01992 30331 head@wormleyprimary.co.uk○ Mrs D Basra-Phillips (SEND Governor) – (via) admin@wormleyprimary.co.uk <p>If you would like to discuss your child's SEN in more detail please contact the SENCo team to arrange an appointment.</p> <p>Further information on the range of local support available for children/ young people with SEND and their families within and outside of school can be found on Hertfordshire County Council Local Offer page.</p>
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<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

14. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?



Transition

- We liaise with current professionals who may be involved with the child and obtain any relevant documentation.
- Handover/transition meetings may be arranged between settings. We contact the previous/new school/secondary school upon request and provide new setting with all of the required information about a pupil.
- We are happy to help parents arrange additional visits to new settings including specialist and secondary settings.

SEN Transition

How does the school prepare for my child's transition to Wormley?

We work closely with local nursery schools and Pre-schools to ensure that relevant information is obtained during the transition process. For these children with SEND we may encourage further visits to assist with the acclimatisation of the new surroundings. We may also offer a staggered start to help them ease into life at Wormley Primary School. Our SENCo team will work closely with the previous SENCo and may also visit your child in that setting. We will also speak to the parents and come up with a transition plan for their child.

How do we support children/young people with SEN moving between classes in our school?

At Wormley Primary, we implement a range of measures to ensure a seamless, smooth transition for all our pupils as they continue their journey throughout our school. These are often personalised to meet the

individual needs of the child. Some examples of the support we offer are shown below:

- Transition booklets for home and school
- Extra visits to the classroom
- Extra sessions in the new class
- Meetings between SENCo, past teacher, parents/carers and new teacher
- Teacher observation
- Meeting with external professionals where relevant
- Additional teacher training where required.

How will the school prepare my child for the transition to Secondary school or specialist provision?

Children with SEND are given an extensive level of support before they leave for their new school. We work closely with parents/carers, children, teachers and the new Special Educational Needs Co-ordinator (SENCo) to ensure as smooth a transition as possible to their new setting.

Our SENCo team supports the parents with arranging visits to secondary and/or specialist provisions. We also offer to accompany them to view the schools and settings where possible. When children are preparing to leave us for secondary school or specialist provision, we arrange additional visits where necessary. This ensures that bridges are built between schools, key information shared between staff and the child is given the opportunity to settle into a new routine with the support of a familiar adult. We also request planners, maps of the school and timetables in advance where needed to help your child make the transition to their new setting as confidently as they can. Wormley staff have a planned schedule to both monitor, adapt and discuss all points of children's transition across the Year.

If your child has complex needs and has an Education Health and Care Plan (EHCP), then a review will be used as a transition meeting. During this meeting, we will invite staff from both schools to attend and any other relevant professionals and an agreed plan for transition will be clearly set out as part of the review process.

Whenever your child leaves Wormley School our SENCo team will ensure that all SEND information is passed onto the next school and also speak to the new SENCo to ensure that they are fully aware of any additional needs your child may have.

If you would like to discuss your SEND requirements in detail please contact the SENCo team by email on senco@wormleyprimary.co.uk to arrange an appointment.

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



Resource

- Specific teaching aids and pupil resources are distributed for support to the relevant classrooms.
- Inclusion team will work with the children with the greatest needs.
- Children identified as having significant learning needs and who may need a personalised curriculum may attend one of our two learning support classrooms for their morning lessons.



- Governors oversee budget allocation and how resources are distributed.

16. How is the decision made about how much support my child will receive?

- The class teacher and SENCo will liaise regularly to review the support needed.
- We will use formal and informal assessments of child
- We will use external agency reports and advice which show recommendations and give guidance on how much support is required.
- Your child's progress is tracked termly by class teachers, SENCo and SLT. · Parents will be involved in the decision making process with relation to the support that their child requires.
- Inclusion team assistants will support the children with the greatest levels of need. This is reviewed regularly.
- Provisions will be reviewed regularly in order to identify when and where changes may be needed.



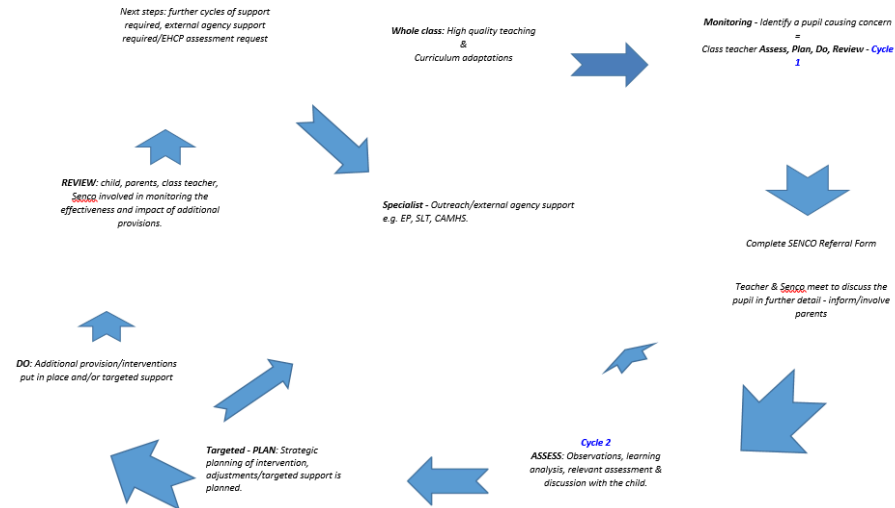
Graduated



approach

Graduated Approach

Where a pupil is identified as having a special educational need we follow a cyclical graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.




This means that we will:

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do put the provision in place to meet those outcomes
- Review the support and progress

As part of this approach every child identified as having a SEN will be added to our school provision system - Provision Map. Specific provisions or specific targeted support will then be provided to support and meet their needs. Details that outline the child's identified needs, provision/targets required to support and meet those needs and clear outcomes are identified. Children and Parents/carers views are an integral part of this process and meetings with class teachers will be offered termly to review targeted provision. A small percentage of children with SEN may need to apply for an Education, Health and Care Plan (EHCP) assessment if support beyond these school systems is required.

	<p>EHCP</p> <p>A small percentage of children with SEN may need to apply for an Education, Health and Care Plan (EHCP) assessment if support beyond these school systems is required. The SENCo team will meet with the parents if this is needed and will support them through the process.</p> <p>For more detailed information see the Local Offer</p>
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17. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

	<p>Hertfordshire Local Offer:</p> <p>https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx</p> <p>SEND Specialist Advice and Support (SEND SAS):</p> <p>https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/support-and-specialist-services/send-specialist-advice-and-support-send-sas</p> <p>School nursing:</p> <p>https://www.hct.nhs.uk/our-services/school-nursing/</p> <p>Children's Speech and Language Therapy:</p> <p>https://www.hct.nhs.uk/our-services/childrens-speech-and-language-therapy/</p> <p>Healthy Young Minds in Herts:</p> <p>https://www.healthyyoungmindsinherts.org.uk/parents-and-carers/what-do-if-you%E2%80%99re-worried/when-see-professional-help/what-help-the-re</p>
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