Warren Road Primary School

WARREN ROAD
SEND HUB

Warren Road
Well Being Hub

REACH

SEND Information report

2026-27

What are special educational needs and Disabilities (SEND)?

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Warren Road is an inclusive school and offers a range of provision to support children with;

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

In line with the Special Educational Needs and Disabilities (SEND) Code of Practice (2015).

As a mainstream school we regularly cater for the needs of children with:

- Specific Learning Difficulties (SpLD)
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorders (ASD)
- Social, Emotional and Mental Health difficulties (SEMH)
- Vision Impairment (VI)
- Hearing Impairment (HI)
- Physical Disabilities (PD)

However, within these areas are a vast range of difficulties that are less easily defined and can present as barriers to learning and development. For example, any or a combination of the following areas may be affected:

- Behaviour or social skills development
- Ability to grasp concepts and retain information
- Ability to understand things
- Ability to sustain attention and focus
- Physical ability to perform tasks

It is really important to us for you to know…

It is not unusual for children to require some additional support during their school life for any number of reasons. This does not necessarily mean a child has special educational needs and a child does not need to have special educational needs to get additional support.

Early identification is key and we want to work with you throughout the process of identifying and delivering the support your child needs.

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Key questions about our school

What is the structure of our school day?

Pupils need to be in school for an 8.55am start. Doors open at 8.45am.

Each morning children have 2 lessons, an assembly and a playtime midmorning.

There is then another lesson before lunch which is from; 11.50-1.00pm (Reception) 12.10-1.20pm (year 1 and 2) 12.00-1.10pm (year 3 and 4) or 12.20-1.30pm (year 5 and 6).

Children then return to lessons for the afternoon with the day finishing at 3.30 (KS1) and 3.35 (KS2).

Children finish for the day at 3.20pm (year 1), 3.25pm (year 2), 3.30 (KS2)

Reception start at 9am and finish at 3.20pm.



What is the structure of our timetable?

Each year group timetable is slightly different but generally Early Morning Work is at 9am– 9.30am and following this a literacy and numeracy lesson is taught. Wider curriculum subjects are generally taught in the afternoons.

How many children are in each class?

Our Published Admissions Number is set at 30 and we only go over as directed to by the local authority.

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Key questions about our school

How do we arrange groupings at our school?

As a school we do not set our children by ability. There may be occasions children are grouped within year groups by ability but we aim to keep these to a minimum.

Within classes there will be times when the children work in groups of similar ability but, wherever possible, we aim to balance that out with mixed ability grouping.

How is important information shared within our school?

SEND information is stored centrally in Mrs. Read's office. Each class has a SEND file where information is kept. Key documents are stored on a child's Arbor file (from Easter 2022) which can be accessed by key people in the school who need to read about a child's needs. Pupils on the SEND register have an Individual Support Plan. These will be co-produced with parents at the end of summer term/September and reviewed termly. Pupils with EHCPs have Personalised Learning Plans and Individual Provision Maps which set out the support in place and small step targets in place for these pupils to work towards their EHCP outcomes.

What does homework look like?

At Warren Road, children are encouraged to read daily. On top of that we have 2 online platforms- Spelling Shed and Timestable Rockstars. Each year group set the expectations for their children in terms of frequency and duration.

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Key questions about our school

Are there break out/safe spaces in the school?

The school has a sensory room and a limited number of smaller rooms which are used for groups and interventions. These can be used by pupils if needed.

Do children have opportunities for time out during lesson times?

If pupils have a need for rest breaks this can be discussed with their parents and class teacher. We have a number of children who have agreed routes to enable them to take breaks where needed.

What support is there at play and lunchtimes for pupils who find these times difficult?

There is a Listening Ear available each day to support children who may need a helping hand. There are lunchtime provisions run by staff for pupils in KS2 who find lunchtimes challenging for a variety of reasons.

What is special about our school?

We have a pool and an extensive forest school area. Children in KS2 swim weekly. Children use the forest school for a half term of sessions each year. If parents have any concerns about their child accessing these areas we can liaise to plan for your child.

What should a parent do if they think their child has Special Educational Needs?

In the first instance, a parent should talk to their child's class teacher to discuss their child's needs. Class teachers can be contacted via a Dojo message or approached afterschool to request a meeting.

Alternatively, Mrs. Read, Inclusion Lead, can be contacted on send@warrenroad.bromley.sch.uk

We realise that as parents, you know your child best and we know the greatest outcomes for children result from working in partnership with parents.

Parents can also consult the Bromley Local Offer to find out what support is available in Bromley for children with SEND.

https://www.bromley.gov.uk/LocalOffer

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Identification

All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person (SEND Code of Practice, 2014; 6.14).

At this stage, a child is not on the SEN register but there are concerns around an area of development. It is common for there to be concerns about a child and for the child to receive support without there being a special educational need.

Where do we look when identifying children who may have barriers to their learning?

- Behaviour data
- Medical concern
- New arrival
- Attendance data
- Parental concern
- SLT concern via Teaching and Learning meeting
- Social care concern
- Staff concern
- Pupil progress data

What will happen next?

- Concerns will be shared with parents via Dojo or a meeting (whichever is most appropriate)
- SEN support request form to be completed if agreed needed
- Assessment process starts if appropriate

Review by SENCO regularly

- Child may be placed on; SEND monitoring list or pastoral list (whichever is deemed most appropriate through discussions)
- A child may be placed straight onto SEND register if level of need is high
- Feedback given to class teacher and parents as to the plan of action

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Assessment (Assess, plan, do, review)

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs (SEND Code of Practice, 2014, 6.19).

Children at this stage may not be on the SEN register. They are undergoing assessment to discover the barriers for learning specific to the child. There is a possibility of SEND as a concern has been raised. Evidence is gathered to support future referrals and the Assess, Plan, Do, Review process is started through class provision mapping. They will be on the SEND monitoring list or Data Check list if not on the SEND register. This is recorded on the class provision map.

First steps

- Quality first teaching approaches reviewed
- Pupil voice gained
- Class observation by appropriate senior teacher
- Book look
- Recommendations made and added onto class provision map
- Support fed back to parents at a meeting or parents evening.
- Review this termly on a class provision map
- Interventions planned and delivered based on needs identified.

For some pupils this will enable progress to be made and they will not progress any further through the assessment process.
The support at this stage may however need to continue and be transitioned across year groups.
Child moves to monitoring stage.

Further assessment

- Screeners to be completed
- Assessments e.g. BPVS, writing/reading speed
- Literacy assessment
- Referrals to SALT/OT/Physio/GP/Community Paediatricians- evidence from cycles of QFT support may be needed to support these referrals so time will need to be taken to do this.
- Advice from these agencies to be implemented where appropriate and added to class provision maps. Their impact to be monitored through assess, plan, do , review.
- Interventions planned and delivered based on needs identified.

For some pupils this will enable progress to be made and they will not progress any further through the assessment process.
The support at this stage may however need to continue and be transitioned across year groups.
Child moves to monitoring stage.

Review regularly

-Through discussion with parents, relevant professionals and SENCO, the child may be placed on the SEND register

- Parents informed and consent gained

- Information added to the school's monitoring systems (SIMS and class provision maps)

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Monitoring (Assess, plan, do review)

At this stage, a child has been identified as having some needs that need to be met and the assessment process has started. They may have a diagnosis but they may not. Children may be on the SEND register but they may not be as yet- evidence may still be being gathered or support and interventions being put in place and their impact being measured through the assess, plan, do, review process.

How do we record these children?

- SEND register – those receiving something additional to or different from
- Pastoral list
- Monitoring list

- This information is found on the class provision map

How do we review this information ?

- Class provision maps reviewed 3 times a year
- Pastoral list reviewed weekly
- SEND register reviewed 3 times a year

- Some children, with very high needs, will have an individual provision map- tracking very carefully the impact of support as they are in receipt of or at risk of needing FIP/EHCP.

Review by SENCO

If a child is making progress with this level of support- they may stay at this stage, either on or off the SEND register (depending on the level of support needed) until the level of support can be reduced to QFT levels or the concerns are no longer apparent.

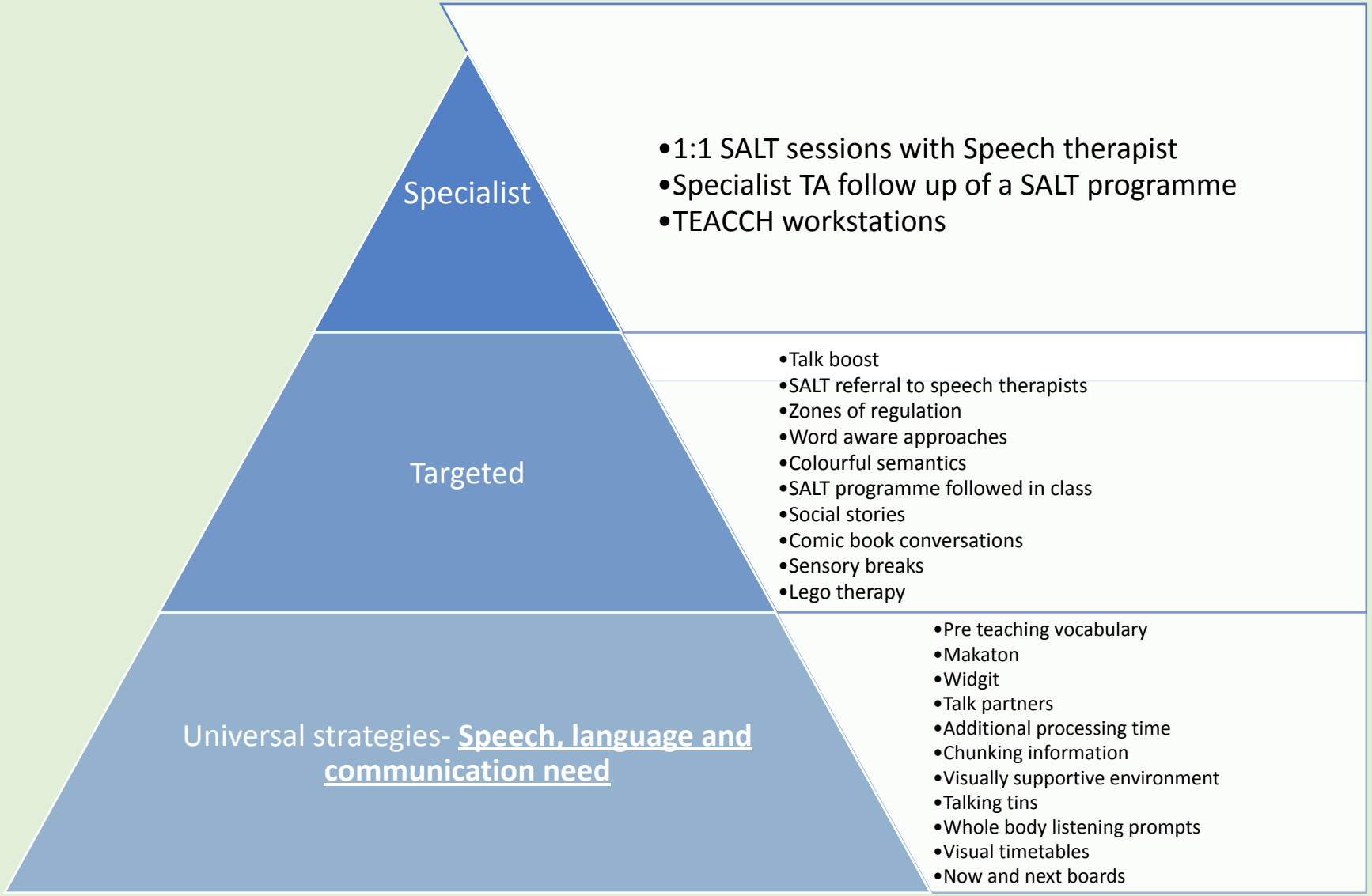
If a child is receiving a very high level of support OR after 3 cycles of assess, plan, do, review, progress towards targets is not being made, children may move onto the advanced assessment pathway.

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What are we monitoring? (Assess, plan, do, review)

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This shows **some** of the support that can be accessed by pupils at Warren Road Primary School. For full details see the interventions list.

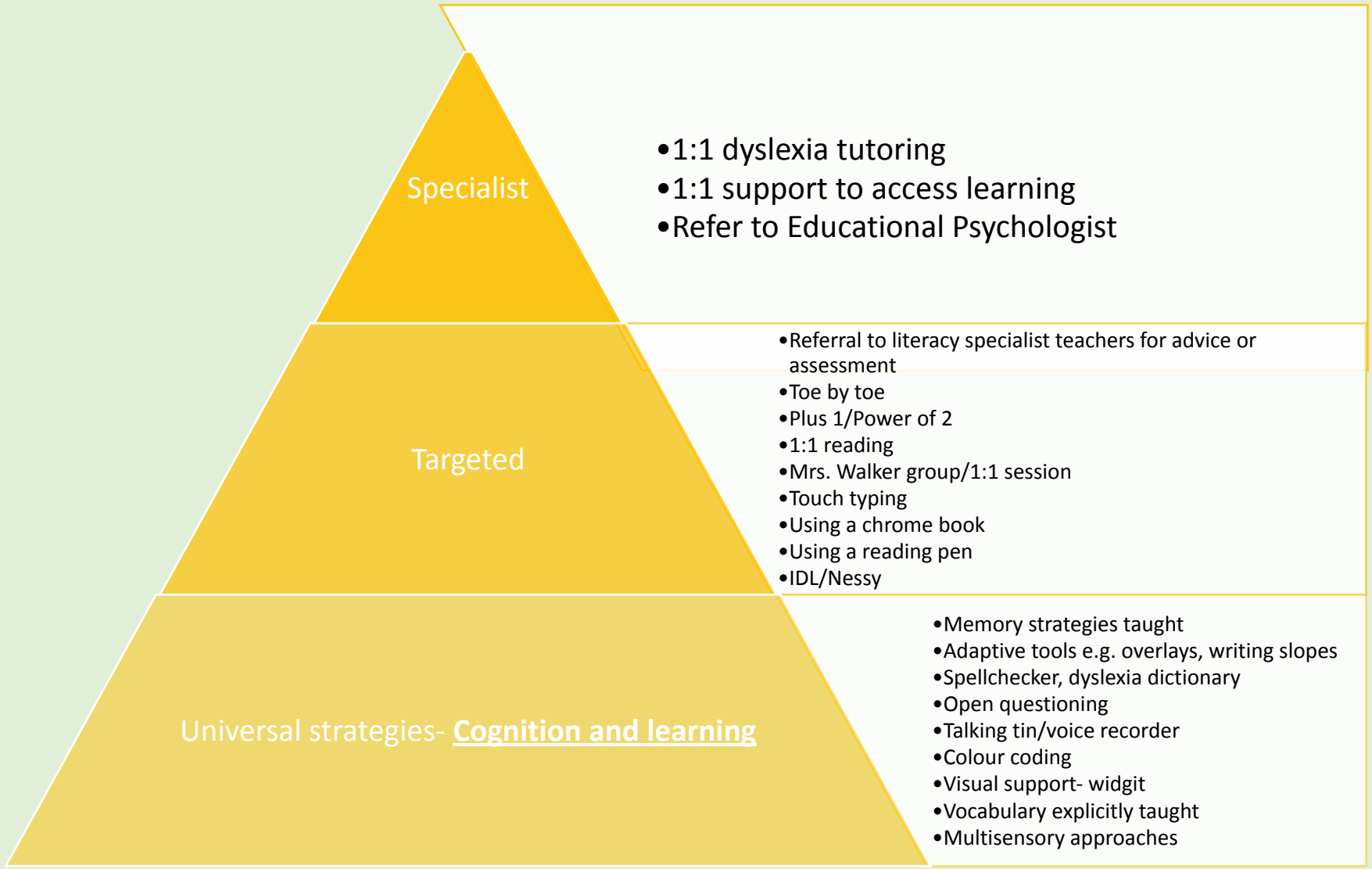


Pupils receiving specialist support will be on the SEND register. Pupils receiving universal or targeted support may or may not be- depending on the severity of need and how long support has been necessary.

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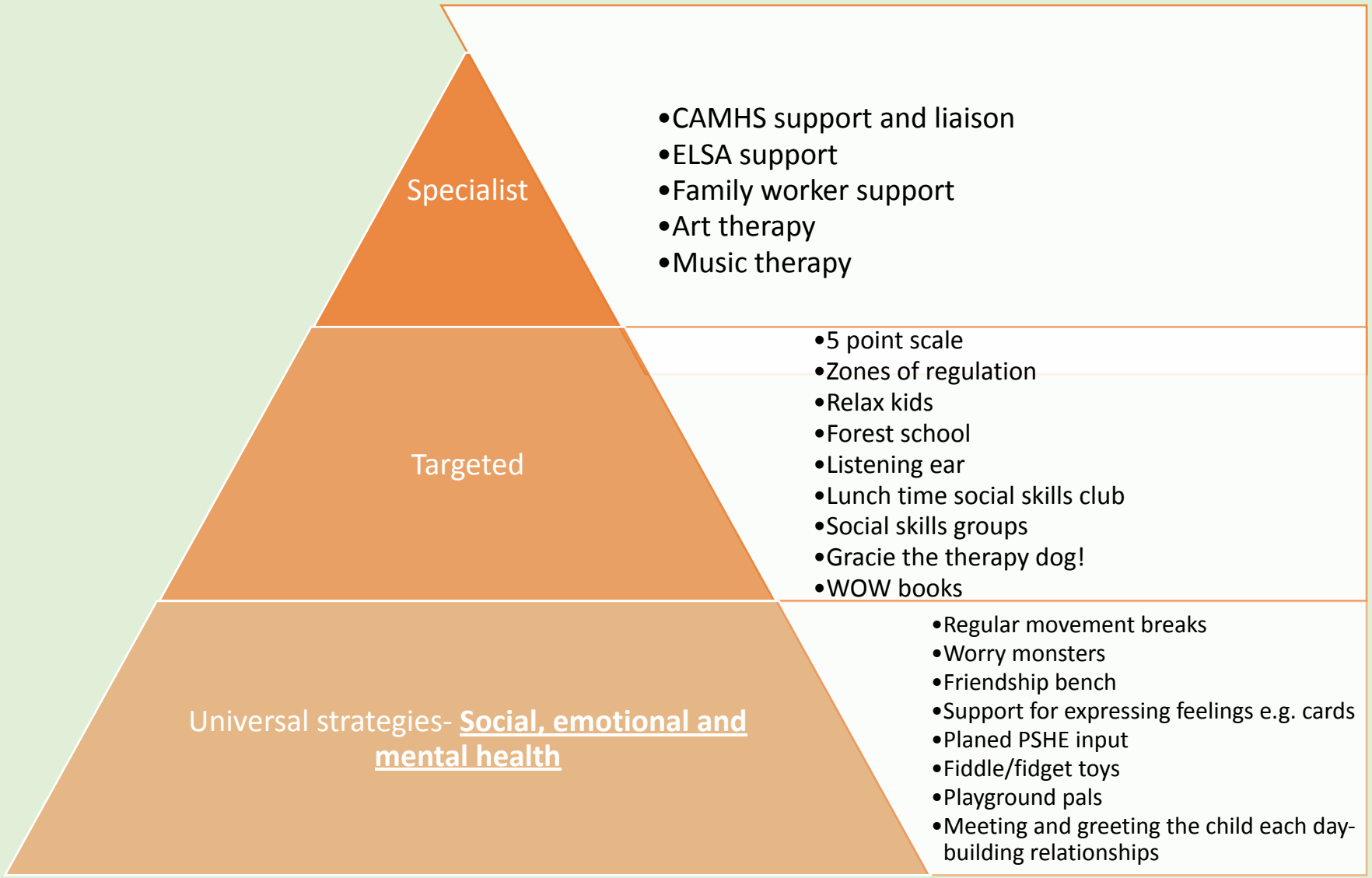
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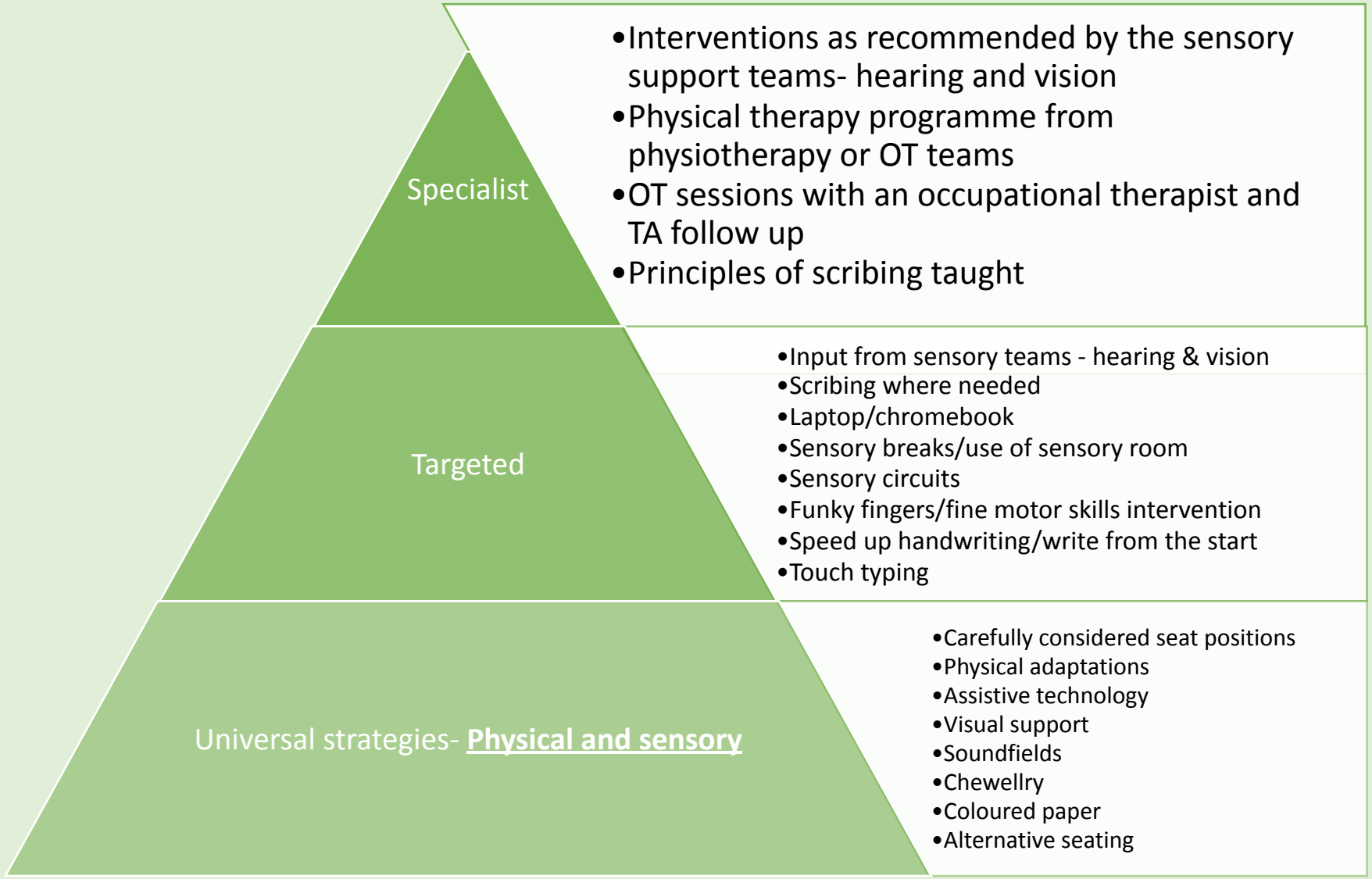


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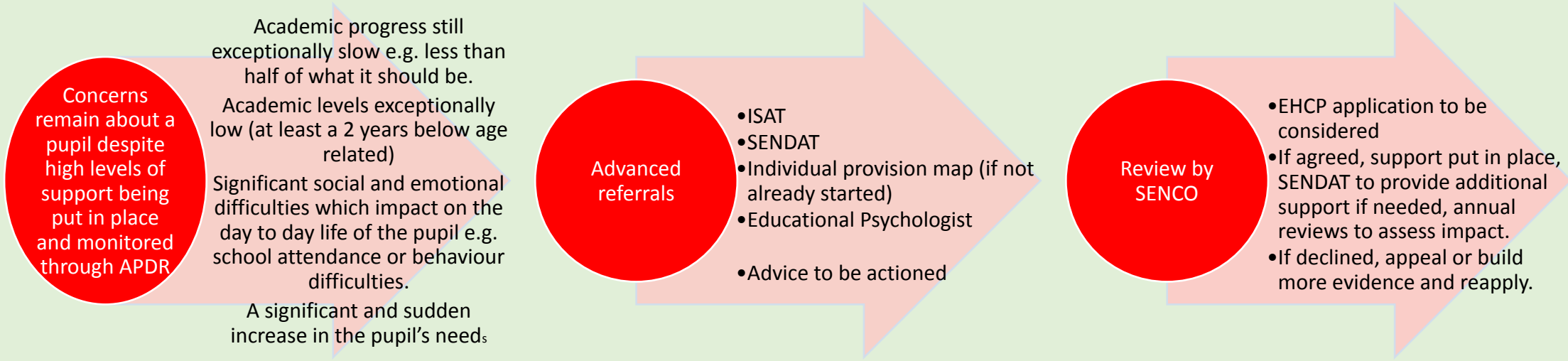
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Advanced assessment

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies (SEND Code of Practice, 2015, 6.58).

Children at this stage are on the SEN register. They are funded or at risk of requiring funding to help meet their needs. The school have tried a range of support and interventions over 3 cycles and they have not helped the child to make progress.



How are resources allocated?

We ensure that all children with SEND are provided for to the best of the school's ability with the funds available.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

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Making an EHCP application

If a child has been at the advanced assessment stage and progress has still not been evident- we may have conversations about whether an Education, Health and Care (EHCP) plan would be appropriate.

An EHCP is a legally binding document which outlines the support a child might need. They are needed by children who have a very high level of complex needs- where the resources the school has are not sufficient to plan the correct support.

To gain an EHCP an EHCP needs assessment application need to be made. This can be made by the parent or the school.
The link for parents to make an EHCP needs assessment application is here.
https://ehc-hub.bromley.gov.uk/about/

The local authority manage the needs assessment process and have 6 weeks after a request is made to decide whether to assess and then a 20 week process of gathering evidence through assessments but other professionals before deciding whether a child needs an EHCP.

Find out more about EHCPs here- https://www.bromley.gov.uk/special-educational-needs/education-health-care-ehc-plans

We would always aim to make EHCP needs assessment applications in conjunction with the parents so do discuss this if you think your child's needs would make them eligible for in EHCP needs assessment.

Bromley does also have a system of Health needs funding and FIP (funded inclusion plan) which have a much shorter assessment period and can be applied for to get pupils support on a more temporary basis.

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What training do staff receive to meet the needs of pupils with special educational needs and disabilities?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Our Inclusion Lead actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. The local authority provide a wide range of courses which are attended by staff from the school.

The school also seeks advice and guidance from local advisers to evaluate and develop provision for pupils who have the most complex needs.



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How will parents know how their pupil with Special Educational Needs and Disabilities is progressing?

- Parents will have 3 opportunities to meet with their child's class teacher throughout the year. In addition, further meetings can be called to meet with parents. At these, class teachers will inform parents of the support their children are getting and the impact it is having.
- The SENCO is available to meet parents from Monday to Thursday and this can be arranged via the SEND email address.
- Drop in sessions throughout the year to meet the SENCO
- Pupils with EHCPs will have an annual review, where support and provision is evaluated. Parents of pupils with Funded Inclusion Plans and EHCPs will typically have more meetings with the Inclusion Lead throughout the year.

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How do we manage transition for children with Special Educational Needs and Disabilities?

Children undertake transition throughout their school life. We realise this causes anxiety, especially for children with SEND.

On entry to Reception;

- We endeavour to speak to as many pre-schools as we can to discuss all pupils needs.
- We evaluate information from preschools and call transition meetings for any pupils with more complex needs.
- Additional visits to the programme offered can be arranged for pupils who would benefit.
- Social stories are sent to the pupils home for them to share with their families.
- Inclusion Lead is present at the prospective parents open mornings, new parents meeting and on the pupil's first day and parents are invited to come and introduce themselves. Meetings can be requested via the SEND email address before a child's entry to school.

On exit from Year 6;

- As soon as secondary schools are released in early March, the Inclusion Lead begins liaising with secondary schools
- Additional visits are organised where needed
- Transition meetings are also requested where a pupil has complex needs
- Pupil information is transferred at the Secondary Transition day at the Warren In June via Pupil Information Forms
- Pupils attend the Transition Day in early July
- Information is handed over to schools when they come to visit the children at school
- Transition support groups can be set up where needed

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Between year groups;

- Pupils are prepared in advance by knowing who their new teacher is.
- Pupils have opportunities to meet their new teacher on more occasions if needed.
- Pupils can join lessons with their new teacher to experience their teaching style.
- All pupils have social stories to familiarise themselves of any changes over the summer break.

In year

- When pupils arrive, their names are given to the Deputy Head responsible for their key stage- who will then monitor that pupil as they settle- raising any SEND concerns with the SENCO.
- Information is sought from the previous setting.
- After a period of settling, the new class teacher is approached to see if there are any concerns around any areas of development.

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Will children with SEND be included in all aspects of school life?

- At Warren Road Primary School the wider curriculum is especially important to us. We want to ensure that all pupils, regardless of their needs, can access all areas of the school curriculum.
- In addition, there are a wide range of extracurricular activities, some run by school staff, some by external groups. All pupils, regardless of need, are encouraged to attend these groups. Where necessary, meetings with school, providers and parents may be arranged with the purpose of reducing barriers to inclusion.
- Enrichment events and trips will be accessible to all. Risk assessments may be undertaken if needed and reasonable adjustments will be made to ensure all can attend.





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Who is responsible for children with Special Educational Needs and Disabilities?

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Who?	How to contact?	Responsibilities
Class teacher	Via dojo	Is responsible for : Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support. Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. Applying the school's SEND policy If you have concerns about any aspect of your child's development you should speak to your child's class teacher first. You may then be directed to the SENCO.
Gemma Read Inclusion Lead, Designated Safeguarding Lead, Designated Teacher for Looked after children Supported in administration by Mrs. Ellen McCracken	send@warrenroad.lseat.org.uk Email checked during the working day Any urgent matters out these hours to be sent to the school office FAO Mrs. Read	Is responsible for : Coordinating provision for children with SEND and developing the school's SEND policy. Ensuring that parents are: Involved in supporting their child's learning and access Kept informed about the range and level of support offered to their child Included in reviewing how their child is doing Consulted about planning successful movement (transition) to a new class or school. Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties. Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
Mr. James Ellis Headteacher	office@warrenroad.lseat.org.uk	Is responsible for: The day to day management of all aspects of the school, including the provision made for pupils with SEND.
Mrs. Kirsty Edwardes SEN trustee	office@warrenroad.lseat.org.uk	Is responsible for: Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

Who else is important within the SEND team at Warren Road?

Who?	How to contact?	Responsibilities
Hilary Aiello Family worker	Hilary can be emailed on familyworker@warrenroad.lseat.org.uk	Hilary is a trained ELSA which means that she can run 1:1, small group and larger group sessions for children who need support for a wide range of SEMH and Pastoral difficulties. She also advises and supports parents and also staff to best meet the SEMH and well being needs of pupils at the school and their families.
Tina Gibson Listening Ear	Can be contacted via the family worker email above	Mrs. Gibson is available on all playgrounds at lunchtime and is trained to speak to and support children in resolving conflict with peers but also talks to children about a wide range of other issues such as bereavement, family separations, sibling arguments and school based worries.
Ellen McCracken Deputy Safeguarding lead	Mrs. McCracken can be emailed on office@warrenroad.lseat.org.uk	Mrs. McCracken may respond to emails or telephone calls on behalf of Mrs. Read or any of the team.
Aimee Steele Deputy headteacher EYFS and KS1	Mrs. Steele can be emailed on office@warrenroad.lseat.org.uk	Mrs. Steele takes an active role in supporting the wellbeing of children and families in her key stage and works closely with Mrs. Read to put the right support in place for children.
Sarah Palmer Deputy headteacher KS2	Miss. Palmer can be emailed on office@warrenroad.lseat.org.uk	Miss. Palmer takes an active role in supporting the wellbeing of children and families in her key stage and works closely with Mrs. Read to put the right support in place for children.

Who else is important within the SEND team at Warren Road?

Who?	How to contact?	Responsibilities
Pooja Kulkarni Independent Speech therapist	Pooja can be contacted at school via Mrs. Read	Pooja is our speech and language therapist for 2026-27. She is in school on Tuesdays. She sees children for 1:1 sessions, facilitates group work and liaises with the specialist Speech and Language teaching assistant.
Amy Hook Bromley Healthcare speech therapist	They can be contacted at school via Mrs. Read	Amy is our Bromley Healthcare link speech therapist. She sees children with EHCPs.
Rachel Delaney Specialist TA for Speech and language needs and literacy difficulties	Miss. Delaney can be contacted via the SEND email address. send@warrenroad.lseat.org.uk	Miss. Delaney works closely with Pooja. She attends speech and language therapy sessions with pupils who do not have an EHCP and also does follow up with them as directed by Pooja. She also distributes session notes and resources to staff and parents. She also assesses children who may be experiencing difficulties with literacy and sees children for small group and 1:1 work.
Anne Marie Butler Level 7 qualified specialist literacy teacher	Mrs. Butler can be contacted via the SEND email address. send@warrenroad.lseat.org.uk	Mrs. Butler is a level 7 qualified teacher and assessor of specific literacy difficulties. She is able to advise us on literacy support for children experiencing difficulties and those diagnosed with dyslexia. She does some 1:1 tutoring with pupils who have a significant literacy difficulty and she also carries out a detailed literacy assessment for pupils for whom there is a significant gap in their literacy development. This is not a dyslexia assessment. There is no current pathway in Bromley to access a dyslexia assessment.

What should parents do if they are unhappy with the support received by their child?

- It is important that you let us know as soon as possible if you are unhappy with any aspect of your child's support.
- In the first instance, please approach the class teacher or Inclusion Lead for a meeting. If you feel after this that the matter is still unresolved, please consult the school’s complaints procedure for next steps.
- We would always look to resolve difficulties as soon as we can in collaboration with parents.

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Social and Emotional and Mental Health

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At Warren Road we recognise the increasing demand upon children in the current age and the impact this can have on their mental health. We aim to support every aspect of a child's development and we know that all children will need some additional support from time to time from falling out with a best friend and needing some help to repair it, to suffering bereavements or experiencing the separation of their parents.

We have a pastoral team who meet on a termly basis to discuss the SEMH needs of all pupils across the school and ensure that they are given the support they need.

The pastoral team is;

- Mrs. Gemma Read– Inclusion Lead
- Miss. Sarah Palmer- Deputy Head
- Mrs. Hilary Aiello- Family worker

Mrs. Aimee Steele– Deputy Head

Mrs. Ellen McCracken– Deputy Safeguarding lead

The support that may be available to pupils is as follows…

- Emotional literacy support assistant sessions or 1:1 sessions with school Family Worker
- Social skills groups
- Lunch time support– Breathe, Listening Ear
- PSHE lessons
- Assemblies and special visitors
- MHFA trained staff

If parents have **any** concerns about the social, emotional and mental health of their child, we would welcome them to approach any member of the team to ensure we can support their child as early as possible.

Warren Road Well Being Hub

How accessible is Warren Road?

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Warren Road Primary School has an accessibility plan in place. Wherever we can we will make reasonable adjustments to improve the accessibility to the site, curriculum and information.

The school accessibility plan can be found in the SEND area of the school website.

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How can parents engage with school and have their voice heard?

- Parent teacher meetings
- Meetings with Inclusion Lead
- Invites for parents to join speech and language sessions and specialist literacy teacher sessions once or twice a year
- Drop in sessions during parents evenings
- Parent engagement events such as the Mind Management Parenting session

How can pupils have their voice heard?

- Pupil surveys
- Worry boxes in classrooms
- School council
- Informal chats with staff
- Diversity Council

Who do we work with at Warren Road?

Organisation	Support given	How we access
School nursing team	The school nursing team support schools with advice about medical needs and support in collating care plans.	School can access advice from school nursing team at any time.
Community paediatrician	We provide medical care for children with disabilities and special needs e.g. developmental difficulties, autism spectrum disorder, attention deficit hyperactivity disorder (ADHD) and genetic disorders. We provide support for the assessment of children with special educational needs.	School may refer as required, with a body of evidence. GP service can refer to community paediatricians as can the Speech Therapy Service.
Bromley Wellbeing/CAMHS	Bromley Y hosts the Community Wellbeing Service which is a single point of access service for children and young people's emotional and mental wellbeing in the borough. Children and Young People are referred in, their difficulties are screened and it is then decided how best we can support the young person and their family. This could be through therapeutic support at Bromley Y Wellbeing or signposting to a more appropriate local service.	School can refer children to Bromley Wellbeing. Parents can self refer to Bromley Wellbeing- https://bromley-y.org/

Organisation	Support given	How we access
Bromley Speech and Language Service Private Speech therapists	Speech and Language Therapy helps children with their understanding and talking. We work with children, families, carers and staff in pre-schools and schools, to help children's communication skills. We give practical advice and support through training for families, teachers and staff. We also provide support for children with swallowing difficulties.	School can refer children to Bromley Speech and Language Service. After assessment, if there is a need, children will be seen by either a Bromley Speech therapist or a private speech therapist in school.
Inclusion support Advisory Service (ISAT)	ISAT are a team of special educational needs advisory teachers supporting mainstream schools to successfully include Bromley's children and young people with additional needs, to ensure that they make excellent progress and fulfil their potential.	School can refer to ISAT .
Complex Needs Team (SENDAT)	The complex needs team provide specialist teacher advice and support for children and young people (CYP) 4-25 years of age with an education, health and care plan (EHCP) in mainstream schools and the specialist sector. The service also offers intensive key working and act as key workers/lead professionals for some EHCP needs assessments fulfilling certain criteria, for example for a Bromley child placed in an out of borough school. The advisory team provide linkwork support and ongoing continued professional development (CPD) to education teams across mainstream and the specialist sector.	School can refer to the complex needs team .

Organisation	**Support given**	**How we access**
Educational Psychology Service and a privately commissioned service - South East Psychology	Educational psychologists offer assessment, advice and support to parents and teachers where there is a concern about the development, learning or behaviour of children and young people.	School can refer to the Educational Psychology Service. **School only have access to a very limited number of assessments per year and a waiting list is held and is prioritised by need.**
Occupational therapy	This service offers child-focused assessment and practical advice and therapy to children and young people who experience difficulties with their daily occupations due to a physical and/or learning disability.	School can refer children to Bromley Occupational Therapists.
Physiotherapy	We offer assessment, advice and therapy for children and young people with physical difficulties or disabilities. This can include support, instructions and consultations for parents and carers and others that may be involved with you or your child (such as teachers and other health professionals).	School can refer children to Bromley Physiotherapy .

Organisation	Support given	How we access
Sensory support service	The sensory support vision team provides specialist teaching and support for children and young people with a vision impairment from birth to 19 years. The sensory support service hearing impairment consists of three teams providing continuing support for children and young people with a diagnosed hearing loss (0-19 years). The National Sensory Impairment Partnership (NatSIP) eligibility framework is used to guide our level of involvement with the child.	School can refer children to these services. Both services do have pre-requisite criteria for the level of impairment of the children they support.
Bromley Children's Project	The project is a borough wide service that supports families living in Bromley to create a safe, secure and happy environment for all children, by reaching out to expectant parents, current parents and young people aged up to 18 years; particularly those who are struggling and are in need of additional help. BCP co-ordinate different parenting courses for different needs.	School can refer children to Bromley Children's Project. https://www.bromley.gov.uk/bromleychildrenproject

Alongside school, who else supports parents?

Organisation	Support given	How parents can access
BPVS	Bromley Parent Voice is a forum that aims to be a voice to inform service providers of the needs of children and young people with a disability or additional need and their families.	Website: http://www.bromleyparentvoice.org.uk/ Email: info@bromleyparentvoice.org.uk
IASS	Free and impartial information, advice and support is available from **IASS, Bromley** who provide support on a wide range of SEND issues, including the statutory assessment process and annual review, to children, young people and parents.	Website: https://bromleyiass.org.uk/ Email: iass@bromley.gov.uk
Bromley Local Offer	Our Local Offer pages provide information about local services, support and activities available to families, children and young people aged 0 - 25 years with special educational needs or disabilities.	Website: https://bromleysend.org/
DFE Code of Practice	Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014.	Website: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25