

SEN Policy and Information Report

NORTHGATE PRIMARY SCHOOL



Approved by: Northgate Governing Body

Last reviewed on: March 2026

Next review due by: March 2027

The Special Educational Needs (SEN) Information Report is a duty on schools to report information to parents under section 69 of the Children and Families Act 2014.) Northgate Primary School values the individuality of all our children. We are committed to giving each of them every opportunity to achieve the highest standards. We do this by taking account of pupil's varied life experiences and needs.

We offer a broad and balanced curriculum and have high expectations of all our children regardless of diagnosis or additional need. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children irrespective of ethnicity, attainment, age, disability, gender or background.

Northgate Primary School aims to be an inclusive school and we ensure we remove barriers to learning and participation through planning and teaching approaches. This means that achievement is a reality for all our children that you will encounter in our school.

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015) which states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. A child of compulsory school age has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than most others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

Equality Act 2010, para 2 of schedule 10

Section 69 of the Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report 3. Definitions

The overall responsibility of SEND and Inclusion lies with the Headteacher, Amanda Harrison and the Deputy head of inclusion, Sarah Stringer The Inclusion team consists of:

SENCO – Rebecca Risby-Tester

Teachers of the Deaf - Lisa Wakeling and Bethany Milton

Emotional literacy support assistant- France Mcaloon

Inclusion assistant- Tracey Hollands

SEN assistant-Zahraa Ganchi

Play therapists- Sarah James

Nurture room lead- Amy Hewitt and Ness Clark

The role of the Inclusion Department at Northgate Primary School is regularly reviewed as part of the

whole school self-evaluation and review process.

The role of the Inclusion Department includes:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

- Overall responsibility for and coordination of the SEN policy and provision in the school.
- The provision of professional guidance to colleagues and collaboration with staff, parents and other agencies.
- Maintaining the SEN register and ensuring records are kept up to date.
- Regularly liaising with and advising class teachers regarding the identification, assessment and support of children with special educational needs, including developing Provision Maps and support.
- Meeting with parents regularly to discuss provision and agree support and targets, as well as ensuring children's views are sought and valued.
- Managing Learning Support and Classroom Assistants who are working with children with SEND and providing appropriate training, resources and support to them.
- Liaising with outside agencies to determine appropriate programmes of work and strategies as well as the Local Authority.
- Providing training and INSETs for teaching staff and support staff both at a whole school and individual level as required, as well as ensuring all new staff are inducted.

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The leadership team will:

- Support and liaise with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- The headteacher will have overall responsibility for the provision and progress of learners with SEN and/or a

Disability

- › Ensuring they follow this SEN policy

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia, global development delay,
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) attachment disorders and Trauma
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, incontinence, sensory processing disorder

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those 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
- › Have significant social, emotional and mental health needs which impact on their learning.

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.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child

- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or learning behaviours
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

<p>Who has the main responsibility of ensuring my child is successful in the classroom?</p>
<p>Each class teacher is responsible for:</p> <ul style="list-style-type: none"> • The progress and development of every pupil in their class <p>Ensuring that all children can access the learning</p> <ul style="list-style-type: none"> • Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching • Working with the SENCO to review each pupil's progress and development and decide on any changes to provision • Ensuring they follow this SEN policy • Further details can be found in The 0-25 SEND Code of Practice, sections 6.36, 6.52, 6.54
<p>What does the term SEN (Special Educational Needs) actually mean for my child/young person?</p>
<ul style="list-style-type: none"> • At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015) which states:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.
- A child of compulsory school age has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age,
 - or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

How does Northgate Primary School know if child/young person need extra help?

- All teachers are aware that high quality first teaching will have the biggest impact on pupil progress and there is an expectation that all children will achieve.
- All teachers have a clear understanding of age-related expectations and have on-going training in the identification of pupils with SEND; if a student is identified as having a special education need (SEN) HPAM will monitor and support the students through differentiated teaching and specific intervention.
- Children's understanding is monitored continuously, and they receive regular feedback (verbal & written). We aim for all children to 'keep up' so any misunderstandings are picked up on the same day, where possible.
- Children who regularly find it difficult to keep up are monitored more closely and will receive more targeted intervention.
- If a child does not respond to this intervention, they may require further investigation and assessments to identify an additional need.
- Class teachers will share concerns with SENCo who will review the support a child has received before deciding whether to refer to an outside agency for further assessment.
- At the end of each year, detailed information is transferred between year groups and key stages.
- A record is kept of the support a child has received, and its impact is reviewed regularly.
- Information and close communication with parents is a priority.
- Tracking of all students takes place through termly assessments.
- There is continuous close monitoring of behaviour, attendance and punctuality.
- Once an outside agency is involved, detailed reports and information from professionals are used to identify and support the needs of students
- There is strong collaboration and communication with parents through regular formal and informal meetings
- For children with long term, complex needs that cannot be met within the school's budget, an Education, Health and Care plan needs assessment may be applied for. https://westsussex.local-offer.org/information_pages/26-education-health-and-care-needs-assessment-information-and-links-to-apply
- If you are concerned about your child's academic progress or well-being you should contact your child's class teacher in the first instance; they will be in the best position initially to discuss the concerns and outline any planned support.
- As per the SEN Code Of Practice (2015) we follow the process of Assess, Plan, Do and Review. This means we will put interventions in place for your child for at least 2 terms to assess if school strategies and resources have an impact or not. If the school feel that the available resources within the school have not had the required impact during the review process they will offer:

- A follow up meeting may then be arranged with a member of the Inclusion Team.
- If your child has an Education, Health and Care Plan (EHP), you will be invited to regular review meetings. A plan will be written and shared with you, outlining how your child's needs will be met.
- If we have a concern about a child, we will contact you to invite you to a meeting with a member of staff to discuss next steps

How will I know how Northgate Primary School supports my child/young person?

A child is added to the register once there is a confirmed need that requires the child/young person to access learning that is considered "beyond the classroom"

- An assessment from an external agency has identified a need that will need additional in school support. Recommendations will guide us on what we can put in place to support.
- Appropriate support will be planned by considering your child's individual needs.
- If your child is identified as having SEN, a support plan may be put into place; this plan will be reviewed with school / parents /carers three times per year on a termly basis.
- In-class support
- If in-class support is provided by a teaching assistant or the class teacher, the aims of this provision will be to:
 - Increase access to success and participation in the curriculum
 - Increase your child's social and academic independence.

Interventions

If your child is included in an intervention you will be informed at the meeting outlined above.

Please remember children also attend intervention groups as part of their school life – it does not mean there is a special need.

Outside Agencies/Specialists

As a parent /carer you will be consulted whenever Northgate Primary School wish to seek advice and support from an agency or specialist who is not employed by us. Any recommendations or actions will be shared with you and any on-going role for the specialist with your child will be discussed with you beforehand.

Review of provision

During termly pupil progress meetings, the effectiveness of interventions and support is reviewed.

The quality of teaching and learning all year groups is constantly monitored. In particular through learning walks, observations, as well as close monitoring of planning and pupils' learning.

The progress of groups, including pupils with SEND, is analysed through termly progress meetings and at the end of each year.

Individual teachers and teaching assistants are also monitored through performance management.

How will the curriculum be matched to my child/young person's needs?

- Whole class teaching is adapted to meet individual needs through differentiated activities

- Delivery – The teacher uses a range of inclusive strategies in the classroom and will adopt strategies which have been identified as useful for individual pupils.
- Support – The teacher will plan pupil support and teaching assistants and other adults will work alongside the teacher to support students to access different aspects of the curriculum.
- Marking – The class teacher will mark your child’s work and feedback accordingly. This will support your child to evaluate and develop their learning. Children are given the opportunity to respond to this feedback in order to move forward.
- Tools / Equipment – General tools will be provided in the environment and for particular lessons to support the pupil’s participation and learning.
- Organisation in response to need – Whole school and class organisation supports individual pupils through placement of pupils (HI pupils at the front able to see the teacher), Low sensory arousal classrooms, sensory diets planned for those who need it, resources available to support engagement.
- Social and emotional provision- Morning and afternoon intervention groups, ELSA, lunchtime club, positive behaviour plans, play therapy, Nurture room provision, regular session with our Family support worker

How will the school know how well my child/young person is doing?

Academic progress is measured through:

- On-going classroom observation and assessment
- Termly assessments – outcomes will be shared with parents / carers.
- Tracking of groups and individuals is analysed by class teachers / subject leaders and SLT
- Students data is also discussed once every term at the Senior Leadership Team meetings
- Termly progress meeting with the Phased leader, SENCO and Class Teachers.
- Social and Emotional well-being is measured through:
 - Observations by all staff members
 - Tracking of child’s emotional needs using Boxall Profiles
 - Review of impact of provision: Behaviour intervention / social skills / vocabulary groups
 - For students who require further support beyond the school’s resources include:
 - Educational Psychologist
 - Speech and Language Therapists
 - Occupational Therapist
 - Social Communication/Learning Behaviour advisory team
 - Targeted Mental Health Support through Child and Adult Mental Health Services (CAMHS)
 - Community mental health
 - The child development clinic

Please be aware there are waiting lists of up to 2 years for some of these services

How will I know how well my child/young person is doing?

- Every student undergoes a classroom assessment in phonics/reading and spelling every term. You will get progress reports through the year and an end of year report. All reports sent home will highlight your child’s progress at school. It will indicate if they are working below, working towards or at the expectations of their year group.

- If a teacher has a concern about your child in the first instance your child's class teacher will contact you by telephone or email, if the issue persists you will be asked to attend a meeting in school. A member of the inclusion team may attend this meeting too.
- Parents will be invited to attend parents evening twice per year and can discuss a student's progress with their child's class teacher by messaging them using Dojo/Tapestry and the teacher will arrange a convenient time to meet.
- Topic maps are sent home termly.
- Generic updates on the curriculum are shared through our newsletter and/or website.
- There is a "Six Weeks In" meeting held every October for Reception parents to chat more about life at school and feedback on their child's first half term at school.
- Parents have the opportunity to complete school surveys, which offer feedback to the school.
- There is a "Meet the Teacher" meeting held in September which gives parents the opportunity to meet their child's new teacher.

How will the school contact me?

- We are a paperless school and use a variety of ways to communicate with parents. This includes
- Directly via Email, text message, by phone, Dojo or Tapestry
- The school website contains up to date information about the school.
- The school website contains all school letters sent home
- • All newsletters are uploaded to the school website also. This is sent to all parents and is also published on the school website. This is a great way for parents to find out what is happening at their child's school

How will you help me support my child/young person's learning?

Children receive weekly homework. The amount of homework set depends on the year group of the child.

- At each meeting held between the school and parent we will work with you to establish any actions that you could follow to support your child's learning.
- You will be invited to attend subject parent evenings twice a year. If your child has an EHCP you may also attend more regular meetings.
- If you have concerns during the academic year, please contact the class teacher to arrange a meeting to discuss these in the first instance.

What support will there be for my child/young person's overall wellbeing? How will my child/young person's personal or medical needs be met?

- Safeguarding our children is the top priority at Northgate and it is the responsibility of everyone. Our Designated Safeguarding Lead (DSL) is the Headteacher, Mrs Amanda Harrison. There are also 5 deputy DSLs – Mrs Sarah Stringer, Mrs Sarah Nower, Mr Phil Tree, Mrs Claire Roughton and Mrs Becca Risby-Tester.
- All our staff provide a high standard of pastoral support.
- A small group of staff are trained to support medical needs and a majority of staff have undergone basic First Aid training plus a few staff have completed paediatric First Aid training.
- We have a medical policy in place and office staff administer medicines in agreement with parents.
- Where there are specific medical needs, a small team of staff, who work most closely with the pupil, will access more specialised training to ensure that we are able to keep the child safe
- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and all staff adhere to it.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.

- Pupils have the opportunity to voice their opinions through school council, learning council, PSHE lessons.
- The school's curriculum is broad and balanced to ensure that all children are catered for, for example, Forest school and music lessons.
- The school provides the services of a fully qualified child psychotherapist (through Your Space therapies) to support children's' emotional needs through play therapy as well as a full-time learning mentor, Mrs Frances McAloon, who is also a trained ELSA (Emotional Literacy Support Assistant). Some children have a named adult to whom they can go if and when required.
- We have a nurture room for children with significant social and emotional mental health needs to access for a period of time.
- We have a Family Link Worker, Mrs Louise Moule, who works at the school three days a week and supports families who may require some additional help. She can signpost parents to a variety of agencies and also work with children within a safe space.
- Where appropriate, concerns are shared with relevant staff and confidentiality is adhered to at all times.

How will my child/young person be able to contribute their views on how things are going?

- If a child has an EHCP, their views will be gathered before an annual review meeting, using a variety of ways depending on the ability of the pupils
- Through ELSA sessions pupils can talk about how things are going at school.
- Pupils have opportunities to map what they find hard and reasonable adjustments will be made accordingly, eg landscapes of fear, photo elicitation,
- Student Council meet regularly – Students are elected through their tutor group. Each year group has two elected members

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

In school we have the following expertise:

- Our staff receive training and our teachers all hold qualified teacher status.
- All external partners we work with are vetted in terms of safeguarding and hold enhanced Disclosure and Barring Service (DBS) checks.
- TAs who are ELSA trained
- Teaching assistant support in lessons where required.
- Mental Health first aid trained staff
- Trauma Trained Staff
- Specialist withdrawal in small groups for maths and reading, where appropriate
- Two members of staff who hold teacher of the deaf qualification

Services we bring into school regularly are:

- Speech and language therapists
- Educational Psychologist
- Social Care
- Visual Impairment team
- Professionals in health, social care and other outside agencies.
- Learning and behaviour advisory team (LBAT),
- Autism and Social Communication Team (ASCT),
- physiotherapy,

- occupational therapy (OT),
- the School Nursing service.
- Child Development Centre (CDC) at Crawley Hospital
- Community mental health or Child and Adolescent Mental Health Service (CAMHs).
- Parental permission is required for any referral, either for an internal service (Learning mentor or Play therapist) or an external service.

How will my child/young person be included in activities outside the classroom including school trips?

- All students are supported to be able to attend any trips and activities
- The majority of students will be able to access trips and activities following a risk assessment – they may require additional support from a familiar adult to ensure their safety.
- Some children may not be able to attend a trip but this would be through consultation with the school and parent/carer.
- Parents/carers of students with specific needs will be consulted if it is best, they support their own child during a trip away from school.

We make reasonable adjustments so that learners can join in with activities regardless of their needs.

How accessible is the school environment?

- We have an Accessibility Plan in place and as such we make reasonable adjustments to make our environment fully accessible to everyone. Our policy and practice adheres to the Equality Act 2010.
- • The entrance to the school is easily accessible via the main entrance or the school carpark.
- We do not currently have access to some of our upstairs classrooms for wheelchair users. However, all downstairs classrooms, halls and offices are wheel-chair accessible, and year groups will be placed downstairs according to accessibility needs
- There are 5 disabled toilets
- The school have staff who can speak a range of languages including Urdu, Hindi, Tamil, Pashto, Punjabi, Slovak, Czech, Polish, Gujarati, Spanish, French, Portuguese, German and British Sign Language.
- We are vigilant about making reasonable adjustments; where possible.
- When required and where possible, interpreters are asked to attend meetings.

How will the setting/school/college prepare and support my child/young person to join the setting/school/college, transfer to a new setting/school/college or the next stage of education and life?

- Where possible EYFS staff visit pre-school settings and visit the children in their own homes before they start school. There is also a whole school change over day.
- EYFS staff will attend a transition event where feeder nurseries attend to discuss children transitioning to our reception.
- We hold a new entrants meeting for parents who have children starting YR. During the Autumn term, parents of Reception and Nursery children are invited to a "6 Weeks In" meeting.
- We have good relationships with our local secondary schools to which children transfer and children who are identified as being vulnerable on transition are able to have additional transition sessions at the secondary schools where necessary.

Transition between classes

- At the end of the academic year, children can meet their new teacher on a number of occasions.
- Teachers also meet to handover key information about children in their class.
- A pupil may be given a transition book if they are vulnerable at transition

There is also a Transition Program for those pupils identified as vulnerable on transition.

- Primary transition forms are provided for all students
- The SENCO and/ or member of the senior leadership team attends a secondary transition meeting to handover key information about students
- Students who may be vulnerable at the time of transition are identified and additional support planned where necessary
- If a child has an EHCP an individual meeting will be held between the current and receiving school. At the year 5 annual review secondary transfer is always discussed
- A phased induction programme may be organised at the beginning of Y7 to ensure a smooth transition

How do I apply for a place for my child if they currently have an EHCP in place/EHCP is in draft?

- An Educational and Health Care Plan (EHCP) means your child's needs as identified in Section B of their EHCP are viewed suitable for their current school. The process for a child with an EHCP is separate to general school admissions if your child has a draft or final EHCP.

All requests for an EHCP child to join our school is via the child's issuing borough. As a parent/carer you can;

- Visit the school and make sure it's the right fit for your child
- Talk to the child's EHCP Case Officer within the local borough about your wishes to move school/setting.
- Request an annual review/early annual review to discuss their current progress towards their targets and request a change of placement.
- Ask what EHCP support typically looks like in the school – not all schools put the same support in place, it may be different to what your child currently has.
- As a school, we will
 - Read all the paperwork that is current and sent to the school from the borough.
 - Read the EHCP targets in Section E and the outlined provision in Section F, this will help them view if they can or can't provide the expected provision within their school.
 - As an EHCP is a legal document, the school has to ensure they can provide all support outlined in the document. • The school will respond to the borough regarding the consultation. They would not discuss this directly with the child's family.

How are the school's resources allocated and matched to child/young person's special educational needs?

- The schools resources are carefully allocated to reflect the current special educational needs within the school.
- Resources and interventions for your child will be discussed with you by the class teacher. Typically if your child requires further support than whole class intervention groups, you will have the resources/support written into an individual support plan.

Where there is an EHCP in place, this will be used to inform provision for that individual child in line with their additional funding and the provision outlines in the EHCP's Section F. If the funding is not adequate to meet these needs a request for further funding will be made to the local authority via an annual review and an application for additional funding.
- If the student qualifies for Pupil premium funding; the school uses it in a variety of ways including additional interventions for subject and support on school trips.

How is the decision made about what type and how much support my child/young person will

receive? How will I be involved?

- The school allocates the support in line with your child's needs - this may be in class support at a focus group, afternoon group sessions with an adult or 1:1 booster sessions.
- Your class teacher will discuss the strategies in place for your child via support plan meetings and parents evening.
- Student progress is reviewed across the school every term. Children that raise concern are added to a monitor list and become part of the year groups intervention provision map –this does not mean they are on the SEN register or have an SEN need.

How are parents involved in the setting/school/college?

How can I be involved?

- We wholeheartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations.
- We operate an open door policy.
- We take every opportunity to strengthen this dialogue.
- Parents are involved in volunteer roles within the school.
- We regularly invite parents in to share their own expertise, to enrich curriculum for example, dentists, nurses, veterinary nurse and other essential services.
- Our Governing Body includes Parent Governors/representatives.
- We have monthly parent carer forums which we encourage parents to attend.

Who can I contact for further information?

- In the first instance, parents/carers are encouraged to talk to their child's class teacher.
- Further information and support can be obtained from the school's SENDCo, Becca Risby-Tester. She can be contacted on the school telephone number 01293 526737 or via email at rrisby@northgate.w-sussex.sch.uk
- The school's complaints procedure can be found at www.northgate.w-sussex.sch.uk/policies-1/
- Parents can also seek external advice through Early Help and Enabling Families at : <https://www.westsussexscp.org.uk/parents-carers>
- Further information about services in West Sussex is available on the Local Offer: <https://westsussex.local-offer.org>