



# Special Educational Needs & Disabilities (SEND) Information Report

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## 1. Introduction

At Fielding, we are committed to ensuring that pupils with SEND have equal access to high-quality learning experiences that enable them to thrive academically, socially, and emotionally.

All staff play an active role in supporting the progress and wellbeing of pupils with SEND, recognising and responding to their individual strengths and needs.

Parents and carers are valued partners, and we work collaboratively with families at every stage to ensure consistent and personalised support.

We prioritise early identification of needs, allowing us to adapt teaching approaches and the curriculum to help each pupil flourish.

Adaptive teaching is at the heart of our classroom practice, ensuring that pupils with SEND can access learning alongside their peers. Teachers use flexible approaches, scaffolding and personalised strategies, and resources to meet individual needs and promote meaningful progress.

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

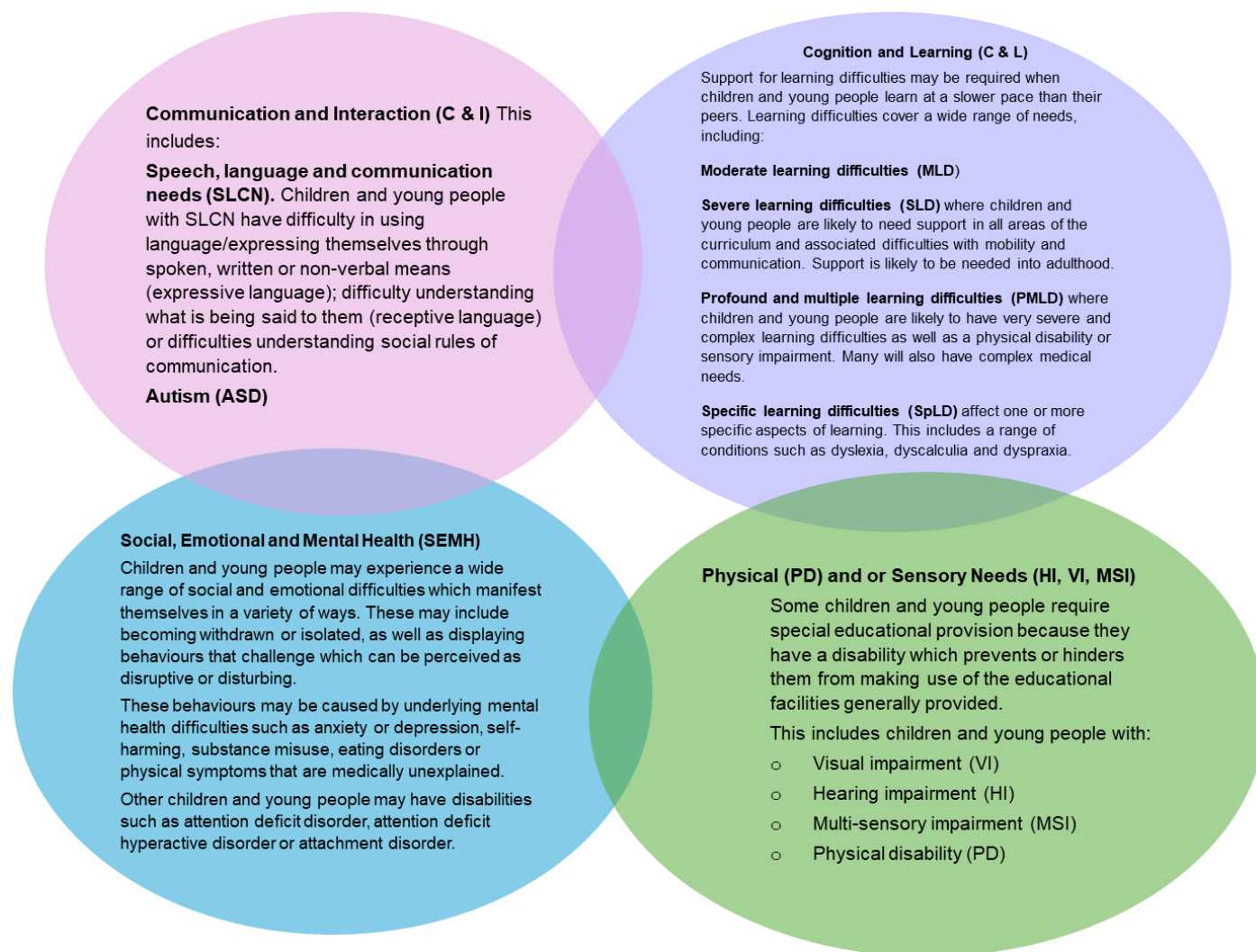
We want to work with you and your child towards the ultimate goal of all young people becoming as independent as they can be as they prepare for the next stage in their life and for adulthood. All provision and support we provide is working towards implementing the local area [SEND and Inclusion Strategy 2023-2027](#).

If you want to know more about our school's arrangement for SEND, you can read our SEND Policy alongside this information report. You can find our SEND policy on our website <https://www.fieldingprimary.com/site/data/files/migrated/policies/send-policy-2024-2025-nov-2024.pdf>  
[Fielding Primary School & Nursery - Policies](#)

## 2. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):

## Four Broad Areas of Need



Often you will find that children and young people's needs overlap and are rarely confined to just one area of need. This is why it is important for us to gain a holistic overview of your child.

In addition to being described via different broad areas of needs, Special Educational Needs and Disabilities (SEND) can also exist at different levels of severity. The different levels exist as a continuum and while SEND needs may remain, support needs may change and go up and down the continuum over time as a consequence of the impact of the support being received. This is known as a 'graduated approach'. Find out more about this approach in section 6.

### 3. Which Staff will support my child and what are their key responsibilities?

At Fielding Primary, all staff are responsible for supporting the needs of pupils with SEND. Our staff are committed to high-quality teaching and regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Meet the Inclusion Team:

SEND leadership	Deputy Head, Clare Haines
SEND and ARP leadership	SENDCO and Assistant Head, Claire Chadwick

ARP leadership	Alison Trott
Learning Mentor	Narinder Reehal
Speech, Language, Induction and Training Lead	Amanda Gleeson

## Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Claire Chadwick who has 10 years' experience in this role. Claire is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in 2017. Claire has a postgraduate certificate in Vulnerable Learners and Inclusion and the National Professional Qualification for Senior Leadership.

## Class and specialist teachers

All teachers at Fielding engage in continuous professional development focused on SEND, ensuring their practice is informed by current research and inclusive teaching strategies. With guidance and support from the SENCO, staff are equipped to meet the diverse needs of pupils with SEND through adaptive, evidence-based approaches that promote meaningful progress and wellbeing.

## Support Staff

Our dedicated support staff team—including Higher Level Teaching Assistants (HLTAs), Special Educational Needs Teaching Assistants (SEN TAs), and Learning Support Staff—play a vital role in promoting the progress and wellbeing of pupils with SEND.

Support staff are trained to deliver support and programmes such as:

- Flash Academy for EAL induction
- Stages of Confidence for speech and language development
- Attention Autism to support focus and engagement
- Colourful Semantics for speech and language and writing development
- Box Clever for Speech and Language Development
- Nuffield Early Language Intervention (NELI)
- Social skills
- Friendship groups
- Emotional Literacy
- Lego Therapy and Brick by Brick
- Zones of Regulation
- Forest school Nurture Group
- RWI Phonics
- Phonological Awareness
- Targeted 1:1 reading interventions
- Touch-typing
- Dynamo Maths
- Bedrock vocabulary
- Pre teaching vocabulary
- Pre-teaching and Keep-up Literacy
- Pre-teaching and Keep-up Maths
- Occupational Therapy
- Fine motor skills programmes
- Speech and Language and Communication Therapy

- Multi-sensory strategies for spelling
- Reading Wise for decoding, reading and spelling support
- Reading Wise comprehension programme
- Rocket Readers for reading development at home and at school
- Strategies to support working memory applying cognitive load theory
- Adaptive teaching underpinned by *Rosenshine's Principles*

All interventions are carefully monitored and reviewed using the *Assess–Plan–Do–Review* cycle to ensure they are responsive to each pupil's evolving needs. This approach allows us to evaluate impact, refine strategies, and ensure that support remains effective and personalised.

Our team is skilled in delivering targeted support across a wide range of needs, underpinned by current research and inclusive practice. We work collaboratively, guided by the SENCO and our Speech and Language Lead, to ensure every pupil receives the support they need to thrive.

Training has included:

- Championing neurodiversity, including tailored support for pupils with autism, ADHD, dyslexia, and dyspraxia
- Developing emotional literacy and regulation, helping pupils understand and manage their emotions effectively
- Using positive behaviour strategies, including de-escalation techniques that promote safety, dignity, and connection
- Supporting pupils with trauma and attachment needs, through relational approaches that foster trust and emotional security
- Enhancing speech, language, and communication, in partnership with specialist staff and external professionals
- Providing tailored support for pupils with visual and hearing impairments, ensuring full access to learning and participation
- Meeting sensory processing needs, through personalised strategies and sensory-friendly environments

## External Agencies

As part of our graduated approach to SEND support, we work in close collaboration with parents and carers to identify and respond to pupils' individual needs. Where appropriate, we seek advice from external specialists to enhance our provision and ensure that every pupil receives the most effective, personalised support.

We work in partnership with the following agencies:

- Speech and language and communication therapy service
- Occupational therapy service
- Visual Impairment Team
- Audiology Team
- Educational psychology service
- Clinical Psychology service
- CAMHS
- Child Development Team
- Neurological Development Team
- School Health Team
- Ealing Primary Centre
- Social services

- SAFE team
- Early help (EHAP) team
- SENS team
- Ealing Dyslexia Association
- Springhallow outreach team: supporting children with autism

#### 4. What should I do if I think my child has SEND?

Step 1	<p>If you think your child might have SEND, raise your concern with the class teacher:</p> <ul style="list-style-type: none"> <li>• By informally talking to the class teacher</li> <li>• Arranging a meeting with the class teacher</li> <li>• Parent and carer consultation meeting</li> <li>• If your child is already known to the SEND team, you may already have a named adult within school who you can contact, for example the learning mentor or SENCO.</li> </ul>
Step 2	<p>Your child's class teacher will meet with you to explore your concerns and gain a deeper understanding of your child's strengths, needs, and learning profile. Through open and collaborative discussion, we will agree on the desired outcomes for your child and identify the next steps together.</p>
Step 3	<p>Your child's class teacher, in conjunction with the SENCo will follow a graduated approach to support, ensuring that support is tailored, responsive, and built around your child's emerging needs. This is underpinned by structured cycles of documented Assess–Plan–Do–Review, allowing us to monitor progress and refine strategies and ensure interventions remain effective and personalised.</p> <p>The class teacher will implement the agreed strategies and monitor these over an agreed period (typically 6-12 weeks) and review impact with you. Where a child makes expected progress, the cycles end. Where there are ongoing concerns- a referral to the SENDCO is made.</p>
Step 4	<p>Where we identify that your child has a special educational need and requires support that is additional to or different from universal provision, the SENDCO and class teacher will discuss this with you in detail. In partnership with you, we will add your child to the school's SEND register and co-develop a personalised Learning Plan. This is called the 'SEND Support' stage. This plan will be reviewed using the Assess–Plan–Do–Review cycle, ensuring that interventions remain effective, responsive, and aligned with your child's needs.</p>

#### 5. What happens if the school identifies a need?

We recognise that early identification is key to ensuring pupils with SEND receive timely and effective support. We closely monitor pupil progress and development so that, if a gap in achievement or wellbeing emerges, we can implement targeted support through a graduated response.

As soon as initial concerns are raised, the class teacher begins documented cycles of Assess–Plan–Do–Review, over 6-12 weeks, ensuring that interventions are purposeful, evidence-based, and tailored to the pupil's individual needs.

For pupils with social, emotional and mental health needs, or those with communication, sensory, or physical differences, identification is informed by staff observations, collaboration with parents and carers, and, where appropriate, input from external specialists. This holistic approach ensures that support is both accurate and meaningful

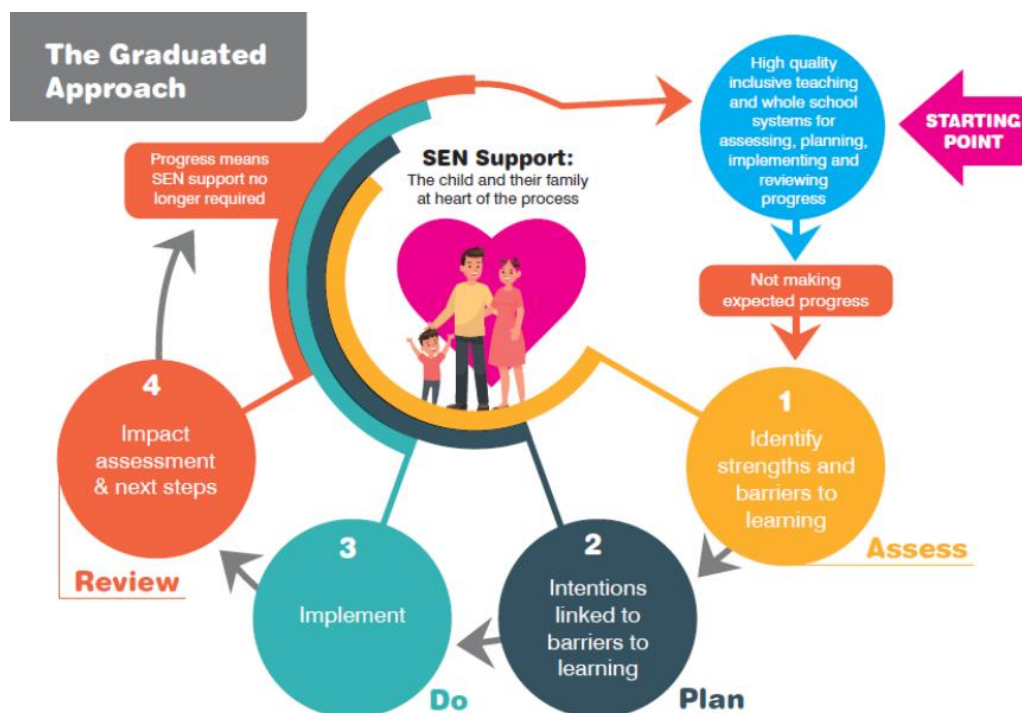


If a concern is raised by the school, we follow the same structured process outlined in Section 4

This includes initiating a cycle of Assess–Plan–Do–Review, in collaboration with parents and carers, to identify needs and implement appropriate support

## 6. How will the school measure my child’s progress?

We will follow the ‘graduated approach’ to meeting your child’s SEND needs. The graduated



approach is a 4-part cycle of assess, plan, do, review.

Assess	If your child is not making expected progress through Quality First Teaching, Ordinarily Available Provision, and adaptive classroom strategies, we will carry out an assessment to better understand their strengths, needs, and barriers to learning. This process is collaborative—we will seek input from both you and your child, and, where appropriate, involve external professionals to ensure a well-rounded understanding.
Plan	In discussion with you and your child, we will decide what outcomes and targets we are hoping to achieve. We will plan the support we will offer your child to help them meet those outcomes. This will be recorded in a Learning Plan and shared with you and all relevant school staff.
Do	Once a personalised Learning plan is agreed, we will put it into action. The class teacher, with guidance and oversight from the SENCO, is responsible for delivering and monitoring the support on a daily basis. Together, they ensure that the strategies in place are having the intended impact, and make adjustments as needed to promote meaningful progress and inclusion
Review	We regularly evaluate the effectiveness of the support provided by assessing how well it has helped the pupil work towards their agreed outcomes. This process deepens our understanding of the pupil’s evolving needs and informs any necessary adjustments to their provision. Where further support is required, the Assess–Plan–Do–Review cycle continues.

## 7. How will I be involved in decisions made about my child's education?

We recognise that you are the expert on your child's needs, strengths, and aspirations, and your perspective is central to shaping effective provision. We are committed to ensuring you have a clear understanding of the support in place, and we welcome your input on what strategies and approaches you feel will work best for your child.

You will be invited to attend a termly parent consultation meeting, where your child's individual needs and support plan will be discussed and reviewed in detail. These meetings provide an opportunity to reflect on progress, share insights, and agree on next steps. The SENDCO may also attend to offer additional guidance and ensure a joined-up approach to support.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please discuss with your child's class teacher or contact the SENDCO [sendco@fielding.ealing.sch.uk](mailto:sendco@fielding.ealing.sch.uk)

## 8. How will my child be involved in decisions made about their education?

At Fielding, we actively encourage all pupils—including those with SEND—to take an empowered role in shaping their educational journey. We believe that fostering self-awareness, independence, and self-advocacy is essential to helping pupils flourish both within and beyond the classroom.

This approach is deeply rooted in values-based education, where every child is supported to understand themselves, make informed choices, and contribute meaningfully to their learning community. By listening to pupil voice and nurturing individual strengths, we create a culture of inclusion, respect, and personal growth.

All pupils are supported to reflect on their learning, evaluate their progress, and communicate their needs confidently with their teachers. This includes:

- Engaging in constructive teacher–pupil feedback conversations
- Asking questions and seeking clarification during lessons
- Practising self-reflection to understand their learning experiences,
- Using self-assessment to identify strengths and areas for growth
- Being involved in discussions about the support they receive
- Developing a clear understanding of their individual strengths, needs, and aspirations
- Building the skills to advocate for themselves in a supportive and inclusive environment

## 9. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.



We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a child-by child basis to make sure the adaptations we make are meaningful to your child and are guided by quality first teaching in the first instance.

Our teaching is guided by our Teaching and Learning Frameworks, which are rooted in Rosenshine's Principles of Instruction. These evidence-based principles help ensure that every lesson is clear, purposeful, and effective for all learners and support pupils with SEND.

Key features of our approach include:

- Daily review of prior learning to strengthen memory
- Small-step instruction with clear modelling and guided practice
- Questioning and checking for understanding throughout lessons
- Scaffolded support that gradually leads to independent learning
- Opportunities for all pupils to succeed, with challenge and support built in

### **Graduated support**

Some pupils will require an additional wave of support and adaptations to support them making progress from their starting point and meeting their individual needs. This may be through targeted group work or access to adult support when needed. Personalised support will be part of the assess/plan/do/review cycles, documented in a pupils Learning Plan.

### **Pupils with EHCPs**

Support is based on each child's individual needs, as outlined in Section F of their EHCP, which details the special educational provision required. Funding enables tailored interventions, resources, specialist support, and equipment. Provision is reviewed regularly, especially during the EHCP Annual Review, to reflect changing needs.

Classroom support may include:

- Group work or targeted adult support
- Help with specific activities or physical needs
- Additional adult support when necessary

1:1 support is not always appropriate and should not replace high-quality teaching. Teachers remain responsible for every pupil's progress, and support should promote independence, not reliance.

Where 1:1 support is used, it must be reviewed to ensure it helps progress without creating dependency. Pupils should be involved in shaping their support to build confidence and autonomy.

### **Fielding ARP**

Our Additionally Resourced Provision (ARP) supports up to 27 pupils from Reception to Year 6 (ages 4–11) with Education, Health and Care Plans (EHCPs) for Autism and associated speech, language, and communication needs.

Pupils learn in small, nurturing classes of up to 11, with opportunities to integrate into the main school for parts of the day. They receive targeted support and are encouraged to develop independence over time.

Each pupil follows a personalised version of the mainstream curriculum, delivered flexibly to meet their individual needs. This support is guided by Section F of their EHCP, which outlines the specific educational provision required.

The curriculum places a strong emphasis on emotional regulation, positive peer relationships, independence, and sensory integration. To support these areas, the ARP includes dedicated spaces such as support rooms, a sensory garden, and a dedicated playground. Pupils also benefit from input from visiting therapists, ensuring a holistic approach to their development.

## **10. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child through:

- Learning walks and evaluation
- Reviewing their progress towards their goals, targets and outcomes each term
- Assessment outcomes and progress tracking
- Pupil progress meetings
- Reviewing the impact of cycles of provision
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

## **11. How will the school ensure my child has appropriate resources?**

- It may be that your child's needs mean we need to provide additional resources such as:
- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise
- Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.
- Where resources required to meet your child's needs are beyond 'SEN Support' stage – a request for statutory assessment to the Local Authority may be made, in collaboration with you.

## **12. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

- We are committed to ensuring that all extra-curricular activities, including before and after-school clubs, are accessible to every pupil, including those with SEND. We recognise that some pupils may require additional support to participate fully and confidently. Where needed, the SENDCO works in close collaboration with our Club Manager, Karen Esprit, to plan and implement appropriate adjustments that enable meaningful inclusion.
- To further promote access and choice, all pupils on the SEND register are offered early booking opportunities for clubs. This ensures they can secure a place in activities that best align with their individual interests, strengths, and needs.
- All pupils have access to and are supported on school trips, including residential trips. Pupils in the ARP attend trips and residentials alongside their mainstream class.

- Opportunity and encouragement for all pupils to access and achieve school leadership roles, such as, Star Leaders, librarians and Sports Captains.
- No pupil is ever excluded from taking part in any activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

### **13. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

We follow Ealing Local Authority Admissions guidance, [Ealing Council, School Admissions](#)

### **14. How does the school support pupils with disabilities?**

Please see the following documents: Equality Information & Objectives Policy Statement, Equality Plan, Accessibility Plan, Supporting Pupils with a Medical Need Policy, Behaviour Handbook & Special Educational Needs Policy. Please see: [Fielding Primary School & Nursery - Policies](#)

### **15. How will the school support my child's mental health and emotional and social development?**

At Fielding, our values-based living underpins all learning and encourages pupils to think about how to be a positive member of our community and the best that they can be. Values are the principles which guide our behaviour and we adopt a whole school behaviour for learning approach. Please find more information here: [Fielding Primary School & Nursery - Values-based education.](#)

We take a proactive and embedded approach to supporting pupils' social, emotional development and mental health. Through carefully planned curriculum content and whole-school strategies, we teach pupils the tools they need to understand themselves, build positive relationships, and manage their emotions effectively.

This includes:

- Developing emotional literacy and emotional regulation, helping pupils recognise, express, and manage their feelings,
- Supporting neurodiverse learners, including those with autism, ADHD, dyslexia, and dyspraxia, through inclusive teaching and tailored strategies
- Implementing positive behaviour approaches, including de-escalation techniques that promote safety, empathy, and connection
- Providing trauma-informed and attachment-aware support, creating safe and nurturing environments for pupils with complex emotional needs
- Inner Curriculum
- No Outsiders curriculum
- Philosophy for Children
- MindUP
- Brain breaks and 'Pause to be'
- RSHE lessons
- Circle time
- Phase assemblies
- Values assemblies
- Parliament assemblies

- Small group Interventions such as “circle of friends”, “PALS” or “social stories”
- Learning mentor sessions
- Forest School Nurture Group
- Lunchtime Nurture Group
- Gardening and Cooking sessions
- Our dining room experience: where family style dining supports development of conversation skills and interaction.
- Playground Friends and Peer Mediators

If necessary, we also support children’s social and emotional development in individual support plans that teach social skills and self-regulation strategies, as appropriate.

## 16. What support is in place for looked-after and previously looked-after children with SEND?

Claire Chadwick is the Designated Teacher for Looked-After and Previously Looked-After Children, providing specialist support to pupils, staff, and families. The role is central to ensuring that the needs of these pupils are understood, respected, and met through well-matched, personalised provision.

The Designated Teacher supports awareness of the impact of early experiences and leads on the implementation of trauma-informed and attachment-aware approaches. This includes supporting staff in developing nurturing relationships, creating emotionally safe environments, and responding to pupils with empathy and consistency.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## 17. What support will be available for my child as they transition between classes or settings?

Transition Point	What we do
Between years	<p>To help pupils with SEND be prepared for a new school year we:</p> <ul style="list-style-type: none"> <li>• Hold teacher to teacher transition meetings to discuss each child’s strengths, interests and needs and review Learning Plans and EHCPs, if applicable</li> <li>• Hold teacher and SENDCO meetings to discuss pupil needs in detail</li> <li>• Share all reports and documents relating to a child’s needs</li> <li>• Invite new teachers to annual review meetings, where possible</li> <li>• Hold ‘Move-Up’ mornings as an opportunity for children to meet their new class teacher and classroom environment</li> <li>• Plan additional whole class (year group dependent) and individual opportunities to visit their new classroom and year group area,</li> <li>• Plan additional relationship building opportunities with new class teacher, as needed</li> <li>• Create Social Stories for children to prepare them for the transition</li> </ul>

Between schools	<p>Supporting a Smooth Transition to Fielding School</p> <p>At Fielding, we understand how important it is for every child to feel safe, welcomed, and confident when joining a new school. Before any child starts with us, we make every effort to learn as much as we can about them to ensure a smooth and positive transition.</p> <p>All new pupils are invited to visit the school before their start date. During this visit, they will have the chance to tour the site, meet key members of staff, and ask any questions they may have. This helps them to know what to expect and begin to feel part of our community.</p> <p>To support this process, we meet families to complete our In-Year Joiner Questionnaire, which helps us gather important information about each child. We also provide a <i>Welcome to Fielding Induction Booklet</i>, which outlines key information to help families and children prepare for their first days.</p> <p>If a child has identified Special Educational Needs or Disabilities (SEND), we will arrange a meeting with parents and carers before they start. Together, we will agree on desired outcomes and co-create a personalised support plan to help the child thrive. A copy of this plan will be shared with families shortly after the meeting.</p> <p>Where needed, we will also develop a Transition Plan to support the child's initial adjustment to school life. This plan is designed to be short-term and will be tailored during the initial meeting to suit the child's individual needs.</p> <p>If appropriate, we may also create a Pupil Passport. This document helps staff understand how best to support the child and outlines the key areas we are working on together.</p> <p>When a child is preparing to move on from Fielding, we ensure a smooth handover by sharing all relevant documentation with their new school. This may include a phone call or meeting with the SENDCo at the receiving school to ensure continuity of support.</p>
Moving on to High School	<p>We work closely with local secondary schools to ensure a smooth and well-supported transition for pupils receiving SEND support.</p> <p>As part of this process, the SENCO from the receiving secondary school will typically visit Fielding to meet with our SENCO. Together, they will discuss the individual needs of each pupil currently receiving SEND support, ensuring that the new school is well-informed and prepared.</p> <p>Some secondary schools also offer information sessions for parents and carers of pupils with SEND, providing an opportunity to learn more about the support available and ask questions ahead of the move.</p> <p>In addition, some schools arrange for current secondary pupils to visit Fielding and speak with Year 6 pupils. These peer-led sessions offer valuable insights from a pupil's perspective and help to ease any worries about the transition.</p>

	<p>Many secondary schools also provide additional transition days specifically for pupils with SEND. These visits allow children to become familiar with their new environment, meet staff, and begin building confidence before their official start.</p> <p>At Fielding, we further support pupils by offering a transition group, as needed, where children can explore their thoughts and feelings about the move, ask questions, and prepare for the changes ahead in a safe and supportive setting.</p>
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## 18. What support is available for me and my family?

If you have questions about, SEND, please get in touch to let us know. We want to support you, your child and your family: [admin@fielding.ealing.sch.uk](mailto:admin@fielding.ealing.sch.uk)

We hold half-termly parents and carer drop-in sessions with the SENDCO and Learning Mentor, where external specialist often join to discuss how their team or service can support families.

Please also see our website for Resources to Support: [Fielding Primary School & Nursery - Resources to support family life](#)

To see what support is available to you locally, have a look at your local authority's local offer:

[Ealing Families Directory | Local Offer - I am a parent / carer](#) which publishes information about support available within the Local Authority.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [Education, Health and Care Needs Assessments — Ealing SENDIASS](#)

**Contact Ealing provide a range of support for families, including advice, support and workshops: [Ealing office](#)**