



GREAT DENHAM PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES SEN INFORMATION REPORT 2025 – 2026

Introduction

Welcome to our Special Educational Needs and Disabilities (SEND) Information Report.

This report explains how we support children with SEND at Great Denham Primary School. It is written for parents, carers, pupils and professionals who want to understand how we meet children's needs and make sure every child can succeed.

All schools must publish an SEND Information Report each year. This is part of the **Bedford Borough Local Offer**, which sets out the support available for children and young people with SEND in our area. More details about the Local Offer can be found here: [SEND Code of Practice 0–25 years](#)

At Great Denham, we are committed to creating an inclusive, supportive environment where every child, including those with SEN, is inspired to achieve excellence every day. We celebrate each child's individuality and provide a relevant, engaging curriculum that meets a diverse range of needs. Our core values—Courage, Determination, Equality, Excellence, Friendship, and Respect—guide us in fostering a culture where all learners are valued, challenged, and supported to reach their full potential academically, socially, and emotionally. We believe every child deserves the chance to thrive and grow with confidence, in a community that truly embraces difference and inclusion.

We believe:

- Every child is unique and valued.
- Children learn best when families, staff and professionals work together.
- Support should be flexible and tailored to each child's needs.

We welcome your feedback on this report. Please get in touch if you have ideas or questions

Key contacts:

- **Mrs Victoria Borner** – SENCO – 01234 266245 senco@gdps.uk
- **Mrs Denise Burgess** – Headteacher – 01234 266245
- **Mrs Samantha Swann** – SEND Governor – 01234 266245

If you think your child may have SEND, please speak to their Class Teacher or contact Mrs Borner on senco@gdps.uk.

Core offer statement

At Great Denham Primary School, we are committed to inclusion. This means:

- Every child has access to a broad, balanced and exciting curriculum.
- We celebrate children's diverse backgrounds, experiences and abilities.
- We provide support so that barriers to learning are reduced.



We do this by:

- Ensuring high-quality teaching in every classroom.
- Providing training and development for staff.
- Working with families and outside professionals to meet children's needs.
- Monitoring progress carefully to make sure support is effective.

Children with SEND may have an:

- **Individual Learning Plan (ILP)** – reviewed three times a year, or
- **Education, Health and Care Plan (EHCP)** – reviewed annually with parents, staff and professionals.

Our goal is always to help children make progress, feel confident and enjoy school life. At Great Denham Primary School, we celebrate the fact that every child is unique. We understand that children learn and develop in different ways and have different strengths and areas for improvement. Teachers and Teaching Assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help.

Home/school partnership

We believe that education works best when families and schools work together.

You know your child best. We will always:

- Listen to your views and your child's views.
- Share information clearly about your child's progress.
- Work with you to set goals and agree next steps.
- Offer practical advice about how you can support learning at home.

We aim to keep communication open and positive. Parents can:

- Speak to their child's Class Teacher at the end of the school day.
- Book a meeting with the SENDCO or Family Support Worker.
- Attend review meetings for ILPs or EHCPs.

We also provide:

- Termly curriculum overviews and knowledge organisers to help with home learning.
- Home-school diaries and liaison books where needed.
- Drop-in opportunities to speak with the SENDCO at parent evenings.

How does Great Denham know if children/young people need extra help and what should I do if I think my child/young person may have SEND?

Sometimes children need additional support with their learning or development. The Government defines a child as having Special Educational Needs if they have a learning difficulty or disability which means they need extra help, or if they find learning much harder than most children of the same age.



SEND can include difficulties in four broad areas:

1. **Communication and Interaction** – e.g. speech and language needs, Autism.
2. **Cognition and Learning** – e.g. general learning difficulties, dyslexia, dyscalculia.
3. **Social, Emotional and Mental Health** – e.g. ADHD, anxiety, emotional regulation needs.
4. **Sensory and Physical** – e.g. hearing or visual impairment, cerebral palsy.

We aim to **identify needs as early as possible**. This happens through:

- Assessments in Reception and discussions with nurseries/preschools.
- Baseline assessments for pupils joining from other schools.
- Ongoing classroom observations and assessments.
- Termly progress reviews with teachers, SENCO and school leaders.
- Our provision mapping cycle, where staff work together to match support to individual pupils.
- An internal SEN referral process where class teachers can flag concerns with the Inclusion Team.

If you are concerned, please speak to your child's teacher or arrange a meeting with Mrs Borner our SENDCO. We believe early conversations make a big difference.

How will Great Denham staff support my child?

Every child's needs are different. At Great Denham we use a **graduated approach** (Assess – Plan – Do – Review):

1. **Assess** – we talk with you, your child and staff to identify strengths and areas of need.
2. **Plan** – we agree outcomes and the support needed.
3. **Do** – support is put in place in class or through extra intervention.
4. **Review** – we meet regularly to see what's working and adjust if needed.

Children may receive support in different ways, for example:

- Lessons adapted to match ability and need.
- Specialist resources (e.g. coloured overlays, writing frames, technology).
- Small group or 1:1 support from a Teaching Assistant.
- Specific intervention programmes (see Appendix 2 of the full report).

If your child needs additional SEND support, they will have an **Individual Learning Plan (ILP)** with clear outcomes, usually 2–3 SMART targets (Specific, Measurable, Achievable, Realistic and Timed). These are reviewed termly with you and your child.

If your child has more complex needs, they may have an **Education, Health and Care Plan (EHCP)**, which is reviewed annually.

SEND support

Following the first meeting, if it is agreed appropriate, an Individual Learning Plan or ILP, will be created for your child, this means your child will be receiving SEND support and will be placed on the school's SEND register. Their Learning Plan will contain 2 or 3 desired outcomes, which are specific, measurable, achievable, realistic and timed (SMART). They outline appropriate support



or intervention programmes and who will be responsible for their implementation. These outcomes will be reviewed at least every term with the child, their parents, Class Teacher and/or the SENDCO.

In class, each child's teacher will find ways to support your child to achieve these outcomes, such as:

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs
- Providing appropriate scaffolding to allow them to independently complete tasks
- Providing appropriate adult support to allow them to develop their skills and confidence.

If extra intervention and support is required, then one of our teachers or skilled Teaching Assistants will support your child. They will work closely with the Class Teacher and SENCO to plan a programme of intervention. This intervention will be recorded on our whole-school provision map and will be regularly reviewed. Class Teachers will also discuss how you can support your child at home. We track pupil progress through:

Everyday formative assessment which tracks pupil progress against National Curriculum objectives and/or small steps objectives

- Analysing pupil progress data and setting appropriate targets
- Using National Curriculum testing or other standardized tests
- Using tests such as reading age and spelling age tests and the year 1 phonics check
- Using screening assessments
- Gathering information from the child, parents, carers and professionals from other agencies
- A full list of assessments and screeners can be found in Appendix 2

With the permission of parents, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs,
- Provide advice to schools on how to best support the child,
- Suggest resources that would help the child make progress.

If your child has Special Educational Needs our SENDCO will:

- Ensure the right support is put in place for each child,
- Advise other Teachers and Teaching Assistants on how to help each child and ensure they have an up to date Learning Plan detailing how their needs will be met in school,
- Arrange training for staff so they understand each child's needs,
- Work closely with parents/carers on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have,
- Work with other professionals (if necessary) who may be able to help individual children, e.g. speech and language therapists, medical professionals, educational psychologists.



Education and Health Care Plans

If a child's needs are very complex and/or severe and a child is still failing to make progress despite support in school over time, we may ask the Local Authority to carry out an Education, Health and Care Assessment. This is a very detailed assessment of each child's needs.

Parents or carers, the school and a range of professionals will all be asked to assess the child and provide written reports. At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child.

Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school. Education, Health and Care Assessment is only appropriate for a small number of children.

Your school SENDCO, the Parent Carer Forum or Bedford SENDIASS will be able to advise you about this. More information on the process in Bedford Borough can be found here <https://www.bedford.gov.uk/schoolseducation-and-childcare/special-educational-needs/send-team/>

How will my child's progress be monitored?

We monitor progress carefully to ensure support is making a difference. This includes:

- Day-to-day teacher assessment in lessons.
- Tracking progress against curriculum objectives.
- Using screening tools (e.g. phonics check, reading/spelling ages, Boxall profile for SEMH).
- Termly review meetings with parents.
- Annual reviews for children with EHCPs.

You will always be kept informed about your child's progress and we'll share ideas for how you can help at home.

Wellbeing support

Our six key school values are at the heart of everything we do: **Friendship, Respect, Excellence, Determination, Courage and Equality**. These values shape our learning, behaviour and decision-making, and children are encouraged to reflect on them in their own choices. Pupils are actively involved in their own development: they take part in reviews and discussions with their teachers, contribute to school and class councils, and are invited to attend annual reviews or professional meetings. Curriculum targets and individual outcomes are always written in child-friendly language so that pupils can understand and take ownership of their progress.

As part of our curriculum offer, we build on strong practice in Personal, Social, Health and Citizenship Education (PSHCE) and spiritual, moral, social and cultural development (SMSC). All classes take part in class-based and whole-school learning opportunities through our weekly PSHE 'Jigsaw' sessions.

We support pupil wellbeing in a wide variety of ways, including:

- **Zones of Regulation** – a whole-school approach helping children recognise and label their feelings, understand how emotions influence behaviour, and learn practical self-regulation



strategies. This reduces anxiety, builds emotional awareness and equips children with lifelong tools for managing big feelings.

- **Weekly PSHE lessons** using the Jigsaw programme.
- **Opportunities for pupil voice** through School and Class Councils.
- **A dedicated Family Support Worker** (Emma Gooch), who works with individuals, families and small groups.
- **The Nurture group**, providing structured emotional support for children with specific social, emotional and mental health needs.
- **Weekly Emotional Literacy sessions** planned and delivered by Mrs Borner (SENDCO).
- **Madge, our school therapy dog**, who provides comfort, reduces stress, encourages positive interactions and helps children feel calm and safe in school.
- **Specialist support** when needed (for example, in managing anxiety, coping with bereavement, or following a family separation).

Support may be offered as a short-term intervention (e.g. to help with settling into a new class or changing friendship groups), or longer-term where needed (e.g. to build anger management skills, encourage a quiet child to find their voice, or develop resilience).

If we feel that your child would benefit from further support beyond school, we may recommend completing an **Early Help Assessment (EHA)**. This allows families to access a wider network of professional services and expertise within Bedford Borough. Parents are always welcome to discuss support options with their child's class teacher, Emma Gooch (Family Support Worker), or Mrs Borner (SENDCO).

Specialist Services

Sometimes we work with other professionals to support your child. These may include:

Health services: Occupational Therapy, Physiotherapy, Speech and Language Therapy, School Nursing, CAMHS, CHUMS.

Educational support: Educational Psychologist, Autism Specialist Advisory Team, Specialist Teachers (hearing/visual impairment, dyslexia, Downs Syndrome, etc).

Other services: SENDIASS, EMTAS (Ethnic Minority and Traveller Achievement Service), Wheelchair Services, Social Care.

We will always discuss referrals with you first and involve you in decision-making.

Staff training

We believe that staff expertise is key to high-quality support for our pupils. Our SENCO, Mrs Borner, is currently completing the National Professional Qualification for SENCOs (NPQ for SENCOs)—a leadership-level qualification that has replaced the former NASENCO award as the mandatory training for SENDCOs in England [GOV.UK+1](https://www.gov.uk/government/news/national-professional-qualification-for-sen-cos).

Mrs Borner brings over 14 years of teaching and leadership experience in primary schools. Her ongoing NPQ training includes modules on inclusive school culture, statutory SEND frameworks, strategic leadership of SEND provision, and improving teaching and inclusion across the school to benefit all learners [Ambition Institute Exchange Teaching Hub](https://ambitioninstitute.com/exchange-teaching-hub/).



This ensures she is being trained in the most current, evidence-based leadership practices to support children with SEND.

Examples of specialist training for staff members in our school include:

- Dyslexia interventions and Soundwrite phonics.
- Autism and ADHD support.
- British Sign Language and Makaton.
- Communication Champion training.
- ELKLAN speech and communication.
- Numicon and Catch-Up Maths/Literacy.
- Attachment and nurture training.

Training is updated regularly so we can respond to new needs.

Inclusion in Activities and Trips

All children are fully included in all aspects of school life. Residential visits are planned well in advance and discussions between parents/carers, children, school staff and venue staff ensure that opportunities provided are as inclusive as possible for all children. All our extra-curricular activities and clubs are open to all children and activities are adapted and differentiated where possible to ensure they are fully inclusive for all including for those with disabilities. We meet with professionals, parents and children to plan “reasonable adjustments” which are put in place wherever possible to ensure that children with special needs and disabilities take part in clubs, trips and residential's to the fullest extent possible. We try to ensure that these steps are taken to prevent children with SEND are not treated less favourably.

Accessibility

Our school is on one level and fully wheelchair accessible.

We have:

- Two disabled parking bays.
- Five accessible toilets and a shower.
- Adapted resources where needed.

Parents can request a parking pass for the school car park if required.

Transitions and Independence

Transitions (moving to a new class, a new school or secondary school) can feel daunting. We support children through:

- Social stories and one-page profiles.
- Extra visits to new classrooms or schools.
- Extra visits/handover to new staff members working with your child.
- Meetings between teachers, families and professionals.
- Opportunities to meet new staff and practice routines.

For secondary transfer, we begin planning in Year 5 to allow plenty of time. Additional visits are arranged for children who need extra support.



We also focus on **developing independence** alongside support, so children learn the skills they need for the future.

How are resources allocated?

Early years and Key Stage 1 classes generally have full time access to TA support and Key Stage 2 classes have access to daily support, as a basic allocation to support quality first teaching. In addition to this, Inclusion TA support is allocated on a needs-led basis. This may be to support individual children or small groups within a class, or it may be to provide 1:1 or small group provision outside of the curriculum for all, addressing desired outcomes identified between teacher, parents/carers and the child him/herself.

1:1 TA support may be allocated for learning time or to support social and/or physical needs at play/lunchtimes. For those children with a statement or Education, Health and Care Plan, any allocated TA hours are provided in addition to the identified needs of others in the class.

The purchase of resources specifically for children with SEND is needs led and in line with the budgetary policy of the school. Resources range from sloping writing boards, coloured overlays, large textbooks and reading schemes to ICT equipment and software.

How decisions are made

Support is agreed through the *assess, plan, do, review* cycle. We decide the type and level of support based on:

- Your child's needs and progress.
- Discussions between teachers, parents and the SENDCO.
- Advice from outside professionals (where relevant).

You will always be involved in these decisions.

Useful Contact Numbers

A full list of contacts both locally and nationally as well as relevant information and training can be found on our school website <https://www.greatdenhamprimary.org.uk/links/special-educational-needs-links>

- SEND Team Bedford Borough: 01234 228375
- **SENDIASS** on 01234 276 267 or sendadvice@bedford.gov.uk who can give you:
 - information about SEN support, including information about SEN funding
 - advice about what to do if you are not happy with the support your school is providing
 - information about other organisations, support groups and information services that could help
 - information and advice about your rights to request an EHC needs assessment.

Further help, contacts and guidance for parents can be found on the Local offer site <https://localoffer.bedford.gov.uk/kb5/bedford/directory/help.page>



Government guidance for parents on the SEND code of Practice can be found here
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf



Appendix 1 - Great Denham Graduated Approach to SEN

Assessment

Assessment (formal or informal) recognises a child is making less than expected progress.

This could be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child or young person's previous rate of progress
- Fails to close the attainment gap between the child or young person and their peers
- Widens the attainment gap
- It can include progress in areas other than attainment – for instance where a child or young person needs to make additional progress with wider development or social needs in order to make a successful transition to adult life (COP, 2014: 6.18).

Quality First Teaching (QFT)

Assess what their particular needs are under the broad heading/s; Cognition and Learning; Social, Emotional and Mental Health; Communication and Interaction; Sensory and/or Physical

Plan Use the Bedford Borough **SEND Support and Provision Guidance 2019** and the guidance on the following pages to put into place Quality First Teaching strategies

Do Put these strategies into place for a **minimum of 8-10 weeks**

Review Re-assess the progress the child has made, is the gap closing? Include views of parents and the child.

- **If yes** continue with strategies. Continue Assess, Plan, Do Review cycle within QFT.
- **If no** complete cause for concern sheet for SENCO and move on to **Targeted support**.

Targeted support

Assess Where progress continues to be less than expected the class teacher, working with the SENCO and parents, should assess whether the child or young person has SEN.

- **A child or young person has SEN if:** they have a learning difficulty or disability which calls for special educational provision to be made
- **A child of compulsory school age or a young person has a learning difficulty or disability if:** they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- SEN provision is that which goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching. Children or young people with SEN require action that is additional to or different from the usual range of differentiated activities.

Plan If agreed that the child has SEN meet with parents (and child where appropriate) and the SENCO and, in collaboration, use the Bedford Borough **SEND Support and Provision Guidance 2019** to put into SEN 'Targeted Support' providing some additional or different actions to enable the child or young person to access independent learning and the curriculum. Create a Learning plan for the child outlining their targets (no more than 3) which relate to their area/s of need and the support that will enable them to meet these. Child is placed on the SEND register.

Do Put these strategies into place for a **minimum of 8-10 weeks**

Review Re-assess the progress the child has made, is the gap closing? Include views of SENCO, parents and the child.

- **If yes**, is Learning Plan is still required? If not child can be removed from SEN register. If plan still required continue with strategies with new or amended targets and continue Assess, Plan, Do, Review cycle within Targeted Support.
- **If no**, move on to **Personalised support**.



Personalised support

Assess Where progress continues to be less than expected the class teacher, working with the SENCO and parents, should consult with specialists to support their own interventions with children and young people. Schools must seek parental consent before consulting any specialists.

Plan Use the advice from the specialists and Bedford Borough **SEND Support and Provision Guidance 2019** to put into place SEN 'Personalised Support' to build on the arrangements for SEN 'Targeted Support' to match provision to meet a child or young person's needs, this may include allocated adult support.

Do Put these strategies into place for a **minimum of 8-10 weeks**

Review Re-assess the progress the child has made, with SENCO, parents and any specialists involved, is the gap closing?

- **If yes**, continue with strategies with new or adjusted targets. Continue Assess, Plan, Do Review cycle.
- **If no** consider an **EHCP assessment**.

EHCP assessment

Assess If there is evidence that despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child, they have still not made expected progress, the teacher, parents and SENCO should consider making a request for an EHCP assessment.

Plan Evidence should be gathered from school, home and specialists to support the assessment request. An EHCNAF form should be completed and submitted to the Local Authority. Meanwhile, personalised support should continue with new or amended targets.

Do Put these strategies into place for a **minimum of 8-10 weeks or until EHCNAF process is complete**

Review

- If EHCNAF **accepted** new targets will form basis of EHCP plan and school learning plan.
- If **refused**, consider re-application with new evidence or re-assess the progress the child has made, with SENCO, parents and any specialists involved. Continue with or adapt strategies with new or adjusted targets. Continue Assess, Plan, Do Review cycle within personalised support.

The stages in the graduated response ensure that strategies are put in place to correctly assess a child's needs and are given time to support them. Not *all* children who work below age related expectation have SEN, some pupils are lower-attainers but with the right Quality First Teaching will make progress.



Appendix 2 - Overview of Provisions and assessments available to support SEN at Great Denham Primary

Cognition and learning	
Assessments	Provisions
<ul style="list-style-type: none"> • Sandwell early numeracy test (KS1 maths) • Dyslexia portfolio • British Vocabulary scale (receptive vocabulary) • One minute reading test (reading age) • The engagement model (for pupils at KS1 and KS2 who are working below the standard of the national curriculum assessments and not engaged in subject-specific study) • York assessment of reading and comprehension • 'Memory magic' a simple assessment and resources for supporting pupils with Working memory difficulties • AET standards • Dyscalculia checklist 	<ul style="list-style-type: none"> • EP drop in sessions • Personal schedule • Toe by toe (Reading/spelling) • FLASH academy (Vocabulary) • Coloured paper • Coloured overlays • Timers • Tutoring • Pupil premium focus groups • 'Memory magic' a simple assessment and resources for supporting pupils with Working memory difficulties • Numicon Intervention Firm Foundation programme • Accelerated Reader • Reading Between the Lines (comprehension) • SoundsWrite Phonics • Number recognition • Frequent/daily readers • Handwriting groups • The Dyscalculia resource book • Pre-teaching and overlearning interventions • Reading fluency project intervention
Communication and interaction	
Assessments	Provisions



<ul style="list-style-type: none"> • Speech language and communication progression tool • Universally speaking (Speech) • Speech sounds screener • Early year speech screener • AET standards • Autism Quotient (AQ) 	<ul style="list-style-type: none"> • EP drop in sessions • Personal schedule • Speech and Language Therapy (NHS provision) • FLASH academy (Vocabulary) • Makaton signing • Talkabout for Children: Social communication skills package • Lift Off to Language • NELI - Nuffield early language intervention • EAL pre-teaching • PECS • Object exchange
Social emotional and mental health	
Assessments	Provisions
<ul style="list-style-type: none"> • Empathising-systemising test (EQ-SQ) • Social scales (for social interaction) • SDQ (social, emotional and mental health) • Boxall profile (social, emotional and mental health) • Spence anxiety scale • AET standards • Connors (ADHD) • ASRS (Autism) 	<ul style="list-style-type: none"> • DESTY Island • Family support worker sessions • EP drop in sessions • Personal behaviour support plan • Fidget toys • Talkabout Theory of Mind: Teaching Theory of Mind to Improve Social Skills and Relationships (understanding how others feel and improving empathy) • Talkabout for Children 1: Developing Self-Awareness and Self-Esteem • Talkabout for Children 3: Developing Friendship Skills • Nurture group intervention • Social skills groups • Emotional literacy intervention group • A therapeutic treasure box – techniques to support children with developmental trauma • Starving the Anxiety Gremlin – CBT to support anxiety management in children



Sensory and physical	
Assessments	Provisions
<ul style="list-style-type: none">• AET standards• Sensory perceptual issue in autism• Sensory screening tool	<ul style="list-style-type: none">• Sensory circuits• Personal schedule• Yoga• Sensory Pod• Ear defenders• Sensory trail
Self help and independence	
Assessments	Provisions
<ul style="list-style-type: none">• AET standards	<ul style="list-style-type: none">• Personal schedule• Occupational therapy (NHS service)• Timers• Fastening toolbox• Fine motor skills



Recommended books for parents:

For Parents: Practical Guidance & Emotional Support

- **The Parents' Guide to SEND** (Gary Aubin & Stephen Hull)
A clear walk-through of the UK SEND system, offering help with school collaboration, rights, meetings, and paperwork. Very accessible for both new and experienced parents. [Nigel Prosser Foundation](#)
- **Day by Day: Emotional Wellbeing in Parents of Disabled Children** (Joanna Griffin)
Written by a psychologist and parent, this book supports your own mental health journey through honesty and resilience-building. [Nigel Prosser Foundation](#)
- **Raising the SEN-Betweeners** (Lisa Cherry)
A memoir capturing the emotional and practical struggles of parenting children who fall between mainstream and special education systems. [The Times](#)[Nigel Prosser Foundation](#)
- **A Guide to SEND in the Early Years** (Kerry Murphy)
Excellent for parents of nursery and early primary children—covers identifying needs, inclusive practice, and early conversations. [Nigel Prosser Foundation](#)
- **Support Your Child with SEND: A Guide for Parents** (Sylvia Edwards)
Insightful and accessible, this guide empowers parents to collaborate with schools and support children through all phases of early education. [Sylvia Edwards](#)

For Understanding Autism & Neurodiversity (Parent-Focused)

- **Autism and Asperger Syndrome in Children / What Works for Autistic Children / Avoiding Anxiety in Autistic Children** (Dr Luke Beardon)
Clear, positive, practical guidance rooted in a neuroaffirmative approach. [Leicestershire Partnership NHS Trust+1](#)
- **Parenting Re-wired** (Danielle Punter & Charlotte Chaney)
Encourages seeing your child through an autistic lens and rethinking parenting approaches in a neurotypical world. [Leicestershire Partnership NHS Trust+1](#)
- **The Strengths-Based Guide to Supporting Autistic Children** (Claire O'Neill)
Focuses on children's strengths, empowering families with practical daily strategies. [Leicestershire Partnership NHS Trust+1](#)



- **Start Here: A Guide for Parents of Autistic Kids** (Autistic Self Advocacy Network)
A straightforward, community-informed roadmap covering diagnosis, rights, and growing up. beaminghealth.com
 - **Your Child Is Not Broken** (Heidi Mavir)
A warm blend of memoir and manual from a neurodivergent parent—full of honesty and advice for raising a differently wired child. beaminghealth.com
 - **The Autism Mom's Survival Guide** (Susan Senator)
A heartfelt, practical resource to help parents sustain joy, relationships, and well-being amidst the challenges. beaminghealth.com
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For Emotional Connection & Reflection

- **Maybe I'm Amazed** (John Harris)
A moving father–son story that explores autism and music with tenderness. Emotional, reflective, and deeply honest. [The Guardian](https://www.theguardian.com)
 - **Far from the Tree** (Andrew Solomon)
A sweeping, award-winning exploration of families with children who differ from their parents—rich, compassionate, and inspiring. [Wikipedia](https://en.wikipedia.org/wiki/Far_from_the_Tree)
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For Siblings & Family Understanding

- **The Superhero Heart / What About Me? / Everybody Is Different / My Brother Sammy**
These books explore the emotions and experiences of siblings of children with autism—from joy and confusion to love and pride. ttht.co.uk [Wikipedia](https://en.wikipedia.org/wiki/Talking_Books)
 - **Autism in My Family: A Journal for Siblings** (Sandra Tucker)
A workbook helping siblings process their feelings and strengthen family relationships. ttht.co.uk
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For Sensory & Behavioural Understanding

- **Raising a Sensory Smart Child**
Practical storytelling approach to support sensory processing challenges at home and school. [CAMHS Academy](https://www.camhs.ac.uk)



- **Building Bridges**
Written by occupational therapists, this has actionable strategies for social skills, behaviour, and sensory needs. [CAMHS Academy](#)
 - **Raising Kids with Big, Baffling Behaviors** (Robyn Gobbel)
Uses neuroscience to decode behaviours and create calm connections. Ideal for all parents of children who struggle with self-regulation. [Five Books](#)
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Bonus from the SEN Community

On forums like Reddit, parents commonly recommend:

- **Uniquely Human** (Barry Prizant)
- **I Will Die On This Hill** (Jules Edwards & Meghan Ashburn)
- **Brain-Body Parenting** (Mona Delahooke)
These are treasured for blending developmental understanding with real-world parenting.