

# St. John's C of E Primary School

## SEND Policy



***That all may Love, Learn, Flourish***

Date policy agreed: Autumn 2025

Frequency of review: Annually

Reviewed by: Curriculum Quality and Standards

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Version	Changes
1	<u>Personnel updates and secretarial changes.</u> <u>Updated terminology from “differentiation” to “adaptive teaching,” in line with EEF guidance.</u>

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At St. John's School, our vision: 'That all may love, learn and flourish' 'That they may have life and have it to the full' (John 10:10) underpins all we do. The ethos of the school ensures that all pupils consistently receive love from all members of staff and pupils alike, to ensure they learn at their own pace, and flourish into the best individual they can be.

It is with promoting the attitudes and values necessary for individual children to contribute positively to their own personal development, and therefore to that of the school, they will feel love, learn and flourish to the best of their potential.

We value all God's children and believe it is vital that we have a consistent approach to inclusion across our school and it will be understood by staff, pupils and parents/carers. The policy below outlines how we aim to achieve consistency.

## **1. Inclusion Statement:**

St. John's C of E Primary School is an inclusive school where all children are valued and respected. We set high expectations for all our children and we are committed to giving them every opportunity to achieve the highest of standards. This means that equality of opportunity must be a reality for the whole school community and we are committed to providing an appropriate, high quality inclusive academic and social curriculum to ensure the best possible progress for all.

## **2. Christian Ethos:**

At St. John's School, we want our children to be motivated in their learning and excited by their achievements. Our school vision is 'That all may love, learn and flourish' and this underpins everything we do. It is important to us that each child is nurtured for their own skills and talents and that their individual needs are planned and catered for.

Following our Christian vision, we will achieve this by supporting, guiding and encouraging all our children to strive to be the best they can be.

This policy is a statement of the arrangements for Inclusion at St. John's Primary School. It has been written in response to the Special Educational Needs Code of Practice (effective from September 2014), the Special Educational Needs and Disability Act, and the National Curriculum 2014. It describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience at school. At St. John's, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their potential.

Our Inclusion Leaders take overall responsibility for the operation of this policy and co-ordinating specific provision for pupils receiving SEND support. Our Inclusion Leaders also contribute to the strategic development of SEND provision.

The Inclusion Leaders are Mrs Jane Wright and Mrs Jane Payne.

The Inclusion Leaders Roles are divided as follows:

<b>Year</b>	<b>Jane Wright</b>	<b>Jane Payne</b>
<b>R</b>	Mole	Meerkat

1	Llama	Ladybird
2	Hedgehog	Hare
3	Flamingo	Frog
4	Dolphin	Dragonfly
5	Chameleon	Caterpillar
6	Badger	Bear

### **3. Admissions:**

As a Voluntary Aided school, St. John's has its own Admissions Criteria and its own admissions authority. Please refer to the current Admissions Policy for further details.

### **4. Definition of Special Educational Needs:** **SEND Code of Practice 2014**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of others the same age, or
- A disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

At different times in their school life, a child or young person may have a special educational need. Children may have needs and requirements which may fall into at least one of the following four areas; many children will have inter-related needs. The areas of need are:

- Communication and interaction, including autism spectrum disorder (ASD)
- Cognition and learning
- Social Mental and Emotional Health, including attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical

Children will not be regarded as having learning difficulties solely because their own language, or their home language, is different from that in which they are taught.

We will have due regard for the Special Needs 'Code of Practice' when carrying out our duties towards all children with special educational needs, and ensure that parents are notified when special needs provision is being made for their child.

### **5. Definition of Disability**

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. What 'substantial' and 'long-term' mean:

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area' (Disability Discrimination Act 1995).

## **6. Our Aims:**

1. to ensure the SEN and Disability and Equality Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. to ensure equality of opportunity for all and to eliminate prejudice and discrimination against learners with special educational needs.
3. to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. to provide full access to the curriculum\* through adaptive teaching by class teachers. (\*Except where disapplication arising from an EHCP occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
5. to ensure that all pupils have access to a broad, balanced and adapted curriculum appropriate to the individual's needs and ability.
6. to ensure that children with special needs take as full part as possible in all school activities.
7. to ensure that parents of children with special needs are kept fully informed of their child's progress and attainment.
8. to ensure that children with special needs are involved, where appropriate, in decisions affecting their future special needs provision.
9. to raise standards for children with SEND.
10. to ensure that support agencies are used effectively.
11. to develop the existing skills of staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.
12. to ensure that adequate funding is provided and used effectively to support children.

## **7. Roles and Responsibilities**

### **Staffing:**

Every teacher is a teacher of children with special needs. It is the responsibility of each teacher to plan to meet the needs of all children in their class. However, there are times when they need additional support and advice. The school has appointed Inclusion Leaders who are responsible for pupils with Special Educational Needs and Disabilities (SEND) and play a crucial role in the school's special needs provision. This involves working with the Head Teacher, Deputy Head and Governing Body to determine the strategic development of the school's policy. (For details of the Inclusion Leaders' role, please see below).

On occasions, Teaching Assistants (TAs) are appointed to work with children with special needs, working in consultation with class teachers and the Inclusion Leaders.

### **The Role of the Inclusion Leaders includes:**

- overseeing the day-to-day operation of the special needs policy

- ❑ coordinating the provision for children with special needs and monitoring its effectiveness
- ❑ tracking and analysing pupil progress to ensure that the provision offered matches the nature and level of needs
- ❑ liaising and giving advice to fellow teachers
- ❑ managing Teaching Assistants (TAs) working with children with special needs and any interventions they run
- ❑ managing the records of children with special needs
- ❑ liaising with parents/carers
- ❑ making a contribution to INSET and staff CPD
- ❑ where progress has been limited, if not already involved and with the agreement of the parents, the Inclusion Leader will make a referral to a specialist agency
- ❑ liaising with external agencies, LA support services, Health and Social Care, and voluntary bodies
- ❑ keeping up to date with current good practices by attending courses and meeting other Inclusion Leaders
- ❑ organising annual and termly reviews
- ❑ ensuring Additional Support Plans are written and reviewed termly
- ❑ ensuring that provision for pupils with SEND is recorded/mapped
- ❑ working in conjunction with the class teachers
- ❑ regularly reporting to the Governing Body regarding the level of SEND need and provision across the school.

In order for the Inclusion Leaders to fulfil this role, it is important for staff to understand:

- ❑ the roles of participants
- ❑ the procedures to be followed
- ❑ the responsibility all teachers have in making provision for children with special needs
- ❑ the commitment required by staff to keep the Inclusion Leader well-informed about a child's progress
- ❑ mechanisms that exist to allow teachers access to information about children with special needs
- ❑ what exactly constitutes a 'level of concern' at which Special Education Needs Support (SENS) is initiated
- ❑ mechanisms that exist to alert the Inclusion Leader of such 'levels of concern'
- ❑ the procedure by which parents are informed of the concern and the subsequent SEND provision for their child.

### **The Role of the Governing Body:**

The Governors have appointed a Governor with particular interest in the school's work on behalf of children with Special Educational Needs. The name of the lead governor for SEND at St. John's School is Jo Iyashere. The relevant Inclusion Leaders speak with the SEND Governor termly to review and evaluate the effectiveness of the schools' SEND provision and contribute to plans to develop and enhance this provision. The lead governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Governing Body's cycle of meetings.

The Governing Body's responsibilities to children with SEND include:

- ❑ ensuring that provision of a high standard is made for children with special needs
- ❑ ensuring they are up to date and knowledgeable about the School's SEND provision
- ❑ ensuring that children with special needs are fully involved in the school's activities
- ❑ having a regard for the Code of Practice when carrying out their responsibilities
- ❑ being fully involved in developing and subsequently reviewing the SEND Policy and the School Information Report

### **The Role of the Class Teacher:**

The Code of Practice clearly acknowledges the importance allocated to the class teacher, whose responsibilities include identifying and providing for the needs of each child in their class. Prior to the involvement of the relevant Inclusion Leader, the class teacher will be expected to have undertaken the following:

- ❑ Awareness of the school's procedures for the identification and assessment of and subsequent provision for SEND pupils
- ❑ Monitored and reviewed pupil progress
- ❑ Made use of in-class support
- ❑ Adapted work/resources as appropriate to specific need Worked with SEND pupils on a regular basis to deliver the Support Plan Targets with adapted planning
- ❑ Collaborating with the relevant Inclusion Leader to decide the action required to assist the pupil to progress
- ❑ Worked with the relevant Inclusion Leader to collect all available information on the pupil and in collaboration with the Inclusion Leader develop Additional Support Plans for SEND pupils.
- ❑ Developing constructive relationships with parents and meeting with parents of pupils who have Additional Support Plans regularly.

### **The Role of the Teaching Assistant:**

Under the guidance of the class teacher, to:

- ❑ carry out activities and learning programmes planned by the class teacher and the relevant Inclusion Leader
- ❑ keep records of this work as requested
- ❑ support children in class or by withdrawing individuals and small groups
- ❑ attend INSET and internal/external CPD where relevant
- ❑ be fully aware of the school's SEND policy

### **The Role of the Head Teacher and Deputy Head includes:**

- ❑ the day-to-day management of all aspects of the work of the school, including the special needs provision
- ❑ keeping the Governing Body well informed about special needs within the school
- ❑ working closely with the Inclusion Leaders
- ❑ ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

## **8. Identification and Assessment Arrangements, Provision Monitoring and Review Procedures:**

At St. John's, we have a whole-school approach to special needs policy and practice. We recognise the importance of early identification and aim to ensure that robust measures are implemented at the earliest opportunity. All teachers are responsible for identifying children with special educational needs, in collaboration with the Inclusion Leader and parents/carers. In addition, our system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. Additional needs provision would be indicated where there is evidence that despite adaptive teaching by the class teacher, there has still been little or no progress.

The school will gather information and ascertain a child's progress through:

1. evidence obtained by teacher observation/assessment
2. performance in the National Curriculum (or Foundation Stage curriculum), judged against performance descriptors age and prior learning

3. the child's progress in the core subjects
4. standardised screening or assessment tools, for example diagnostic tests reports or observations
5. records from feeder schools, information from parents.

For children with identified special needs, the Inclusion Leaders /class teacher will use the records to:

1. provide starting points for an appropriate curriculum
2. identify the need for differentiated support within the class
3. assess learning difficulties
4. involve parents/carers in a joint learning approach for home and school
5. draw up individual programmes / medical/access arrangements

## **9. The range of provision for pupils with SEND:**

The main methods of provision made by the school are:

1. access to Quality First Teaching, with additional help and support from the class teacher through adaptive teaching
2. access to additional resources and equipment
3. targeted individual / group support
4. opportunities to have intensive support on specific areas of need, led by teaching assistants

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching, we will offer Additional SEN Support. Parents will be notified that their child will receive this additional support and be placed on the SEN register where progress and provision can be monitored more closely. This will be managed through a cycle of assessment, planning, intervention and review. This cycle is known as the Graduated Response.

Additional provision will be recorded in an Additional Support Plan. These plans will be reviewed at least three times a year, although some pupils may need more frequent reviews. As part of the review process, the relevant Inclusion Leader and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to take further action and seek further specialist support from outside agencies. A variety of support can be offered, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. A child receiving support at this level would also have an Additional Needs Support Plan.

If a child makes good progress and achieves the outcomes set, they will no longer require additional SEN support and their name will be removed from the register. Parents/carers will be notified of this decision. Progress will continue to be monitored regularly as part of our termly tracking of all pupils.

### **Monitoring Pupil Progress:**

Teaching children with special needs is a whole school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessment, taking into account the differences in children's abilities, needs, aptitudes and interests. Some children may need increased levels of provision and support.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- ❑ narrows the attainment gap between the child and her/his peers
- ❑ prevents the attainment gap widening
- ❑ is equivalent to that of peers starting from the same baseline but less than the majority of peers
- ❑ equals or improves the child's previous rate of progress
- ❑ ensures full curricular access
- ❑ shows an improvement in self-help, social or personal skills
- ❑ shows improvements in the child's behaviour.
- ❑

The Inclusion Leaders are responsible for tracking and analysing the progress of the SEND children across the school to ensure that they make expected levels of progress. This will involve attending pupil progress meetings, where possible, to have a clear overview of the progress of all the SEND pupils and actions which need to be taken in order to best support them.

### **Record Keeping:**

The school will record the steps taken to meet a child's individual needs. The Inclusion Leaders will keep the master records and ensure they are securely stored and maintained. Classes each have a file online with information about pupils with SEND they are teaching. Confidential information is verbally shared if it is thought necessary. In addition to the usual school records, the child's profile could include:

- ❑ information from previous schools/phases
- ❑ information from parents
- ❑ school information on progress or behaviour
- ❑ the child's own perceptions of their difficulties
- ❑ information from Health/Social Care Services/other outside agencies.

### **School request for additional funds / statutory assessment / application for an Education Health and Care Plan (EHCP)**

For a child who is not making adequate progress, despite a period of additional needs support, and in agreement with the parents/carers, the school may be able to request additional resources from the Croydon Locality SEND Support (CLSS). (See Appendix 1). Additionally, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to put in place an Education Health and Care Plan (EHCP). The school is required to submit evidence to the LA whose monthly Moderation of Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment. Full details of the process for requesting an EHCP can be found on the Croydon SEND offer website. (See Appendix 1). Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Education Health and Care Plan (EHCP)**

A child who has an Education Health and Care Plan (EHCP) will continue to have arrangements as additional needs, and additional support that is provided, using the funds made available through the Education Health and Care Plan (EHCP).

There will be an Annual Review, chaired by the Inclusion Leader, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the statement / Education Health and Care plan (EHCP) or to the funding arrangements for the child.

'Looked After Children' have a Personal Education Plan (PEP), drawn up between the school and the child's primary carer (i.e. Local Authority) which is reviewed termly.

#### **10. Transition:**

On joining St. John's Primary School at Reception, any pupils with identified needs will be known to the Inclusion Leader and their information and provisions will be continued into the Foundation Stage as appropriate. The EYFS teachers liaise with all feeder settings in order to gather relevant information about the children who join us. The information is passed to the Inclusion Leader as appropriate. Class teachers of children joining the school mid-academic year or mid-school will receive information from the previous school; if there is a SEND issue, the Inclusion Leader will telephone the school to further discuss the children's needs.

Where children with SEND transfer from St. John's to new schools, details of particular needs and any additional provision made will be made known. The Inclusion Leader will discuss these children with other schools on request.

Year 5 Reviews will indicate the provision required in secondary school. At Year 6 Reviews, the Inclusion Leader/SENCO of the secondary school may be invited to attend. This will enable the receiving school to plan appropriately for the new school year. It will also give parents the opportunity to liaise with secondary staff.

#### **11. SEND and INSET:**

St. John's are committed to a rolling programme of Continuing Professional Development (CPD). Weekly teacher CPD sessions, regular TA CPD meetings and INSET days are planned to support all members of staff to perform their roles more effectively. All teaching staff are given opportunities to attend courses or meetings that help them acquire the skills needed to work with children with special needs. Part of the Inclusion Leader's role in school-based CPD is to develop awareness of resources and practical teaching procedures for use with children with special needs. The Inclusion Leaders attend regular network/cluster meetings and LSS meetings to update and revise developments in Special Needs Education. As a routine part of staff development, CPD requirements in special needs will be assessed. The Governing Board will undertake a similar review of its training needs.

#### **12. Allocation of Resources for SEND:**

The Governing Body uses the aims set out in this policy as a guide when allocating resources for children with special educational needs, and agrees the budget allocation for Special Educational Needs on an annual basis at the time that the full budget for the school is set.

#### **13. Partnership with Parents/Carers:**

At St. John's, we believe in developing a strong partnership with parents/carers and that this will enable children to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, therefore we consider them as valued partners in the process of supporting their child. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs and who require an additional SEN Support Plan. The relevant Inclusion Leaders will attend this meeting if necessary.

At review meetings, we try to make sure that the child's strengths as well as weaknesses are discussed. Suggestions are considered as to how parents/carers can help at home. SEN Support Plan targets will include recommendations for support at home. Parents/carers are always invited to contribute their views to the target setting and review process. Ideas and resources for supporting learning at home will be discussed and distributed on request. All SEN Support Plans and reviews will be copied and sent to parents/carers after meetings.

#### **14. Complaints Procedures:**

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance they should speak to the class teacher with further discussions with the Inclusion Leader, as required.

The school's Complaints Procedure is available on the school's website.

The special needs Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

#### **15. Links with External Agencies:**

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for children with special needs. When it is necessary, colleagues from the following support services may be involved with a child with special needs:

- ❑ Educational Psychologists
- ❑ Locality Support Services
- ❑ Medical officers
- ❑ Speech and Language therapists
- ❑ Physiotherapists
- ❑ Hearing impairment services
- ❑ Visual impairment services
- ❑ Occupational Therapists
- ❑ Child and Adolescent Mental Health Service (CAMHs)
- ❑ Mental Health Support Team (MHST)

In addition, important links are in place with the following organisations:

- ❑ The local playgroups/nurseries, with the aim of providing continuity between home and school
- ❑ The Local Authority
- ❑ Specialist Services
- ❑ Social Care Services
- ❑ EIFSS - Early Intervention and Family Support Services

(See Appendix 2)

#### **16. Monitoring of SEND**

The Inclusion Leader/Head Teacher/Deputy Head will report to Governors regularly on the SEN provision and progress of pupils who have been identified as having Special Educational Needs.

Pupil progress will provide evidence for the success of the SEND provision and this will be analysed carefully through:

- ❑ Pupil and parent feedback
- ❑ Pupil progress meetings
- ❑ Behaviour logs in Red Files, including ABC charts and/or incidents involving positive handling
- ❑ Consideration of each child's success in meeting Additional Support Plan targets
- ❑ Intervention reviews
- ❑ Use of standardised tests including Salford's Reading and Math Assessment, YARC and Dyslexia Portfolio Assessments.
- ❑ Narrowing of the gap – attainment of whole school compared to SEND pupils and SEND pupils compared to SEND nationally.

## **17. Anti-Bullying**

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils (including those with SEND) know that they can report incidents of bullying to any adult, including their class teacher, or make use of the Bird Box if they need to speak to a trusted adult. Sometimes children with SEND may be monitored regularly by teachers nominating them to have specific, regular 'catch up' sessions in order to help monitor their relationships with other children. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

## **18. Disability Access Arrangements**

In compliance with the duties set out in the Equalities Act 2010, the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

A lift is available in the Ark building to ensure all pupils can access the top floor classrooms and evacuation chair for use in emergencies. A shower has been installed on the ground floor.

## **Appendix 1: Compliance with Statutory Duties**

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)

**Croydon's local offer for SEN:**

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

**Appendix 2: Links with Local and National services and organisations to support implementation of the SEND policy:**

Inclusion Leaders Mrs Jane Wright Mrs Jane Payne	0208 654 2260 <a href="mailto:jwright@st-johns.croydon.sch.uk">jwright@st-johns.croydon.sch.uk</a> <a href="mailto:ipayne@st-johns.croydon.sch.uk">ipayne@st-johns.croydon.sch.uk</a>
Croydon Educational Psychology Service	020 8604 7300
Croydon CAMHS	0203 228 000 <a href="http://www.slam.nhs.uk">www.slam.nhs.uk</a>
Occupational Therapy	020 8274 6854/50
Children's Physiotherapy	020 8274 6853
SALT (Speech and Language Therapy)	020 8714 2594 <a href="http://www.croydonhealthservices.nhs.uk">http://www.croydonhealthservices.nhs.uk</a>
Community Paediatricians	020 8274 6300
Peripatetic Visual Impairment Service	020 8760 5784 <a href="mailto:Ayla.Hasso@croydon.gov.uk">Ayla.Hasso@croydon.gov.uk</a>
Peripatetic hearing impairment service	020 8760 5783 <a href="mailto:luisa.saddington@croydon.gov.uk">luisa.saddington@croydon.gov.uk</a>
<i>Croydon Locality Early Help</i>	020 8726 6400 <a href="mailto:earlyhelp@croydon.gov.uk">earlyhelp@croydon.gov.uk</a>
<i>Croydon Primary Behaviour Support Team</i>	020 8686 0393
<i>Primary Inclusion Panel</i>	020 8726 6162
<i>Secondary Inclusion Panel</i>	020 8726 6162
<i>Parents In Partnership</i>	020 8684 5890
<i>SENDIAS (SEND support for parents and carers)</i>	0208 663 5630 / 5631 <a href="mailto:croydon@kids.org.uk">croydon@kids.org.uk</a> <a href="https://www.kids.org.uk/croydon-sendiass">https://www.kids.org.uk/croydon-sendiass</a>
<i>Contact a Family</i>	0808 808 3555 <a href="http://www.cafamily.org.uk/advice-and-support/">www.cafamily.org.uk/advice-and-support/</a>
<i>Council for Disabled Children</i>	020 7843 6000 <a href="mailto:enquiries@ncb.org.uk">enquiries@ncb.org.uk</a> <a href="http://www.councilfordisabledchildren.org.uk/">www.councilfordisabledchildren.org.uk/</a>

