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# Croydon SEND and Alternative Provision Local Area Strategy 2023-2026

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Special Educational Needs and Disabilities  
(SEND) and Alternative Provision (AP)



# Croydon SEND Local Area Board

## Right Support, Right Place, Right Time

We, the SEND Local Area Board, are committed to supporting and delivering a quality and effective SEND system based upon feedback from our SEND Community, children, young people and families, SEND Partners, our robust data that provides intelligence and information, our learning as we worked together to deliver our first SEND Strategy 2019-2022 and our rigorous SEND governance framework.

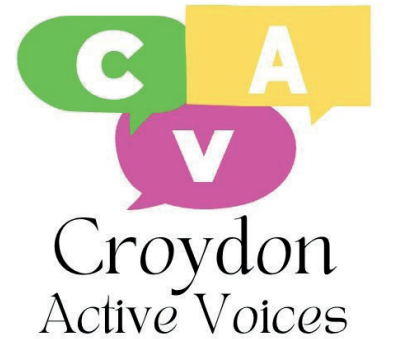
The SEND Local Area Strategy 2023-2026 will turn our collective ambitions to improve service delivery and outcomes for all children and young people with SEND or in alternative provision in Croydon into measurable reality that makes a lasting difference in their outcomes.

## Introduction

This strategy outlines the main priorities for children and young people with Special Educational Needs and/or Disabilities (SEND) in Croydon from 2023 to 2026. The strategy is based on the voices of children, young people and their families and it emphasises co-production through collaboration.

The priorities were developed collaboratively by local area partners and approved by the SEND Forum and SEND Strategic Board. This strategy is supported by Croydon Council, the NHS Integrated Care Board (ICB), Croydon's Voluntary Sector, Croydon Alternative provisions, Croydon Active Voices and Croydon SENDIASS. Croydon Active Voices have supported the Croydon Local Area to hear the perspectives of Croydon parents and carers of children and young people with SEND.

This strategy has been informed by a range of activities with children, young people, parents/carers and professionals working across the local area to gather input on the services and their experiences. The themes that underpin this strategy have been co-produced and we will continue to collaborate across a wide range of work streams and priority areas to assess, plan, implement and review all key deliverables set out in this strategy.

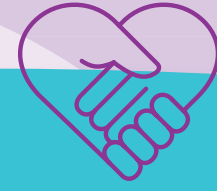


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# Aims



Croydon aspires to provide excellent support and services tailored to the needs of all children and young people with Special Educational Needs and/or Disabilities (SEND) 0-25 at the earliest opportunity.



We will co-produce and provide accessible and evidence-based interventions to embed inclusivity, equity and promote participation in all areas of life.



We will accomplish this by providing timely, high-quality integrated services that enable children and young people to thrive in their own communities and celebrate their accomplishments.



We will continue to develop high quality local provisions to build upon our excellent Local Offer.

# Principles

**Integrate early identification and inclusive practices to promote better outcomes across all ages**

## By providing:

- ▶ Early responsiveness and intervention where required
- ▶ High quality teaching (strengthening the assess, plan, do, review practices across all educational settings)
- ▶ An integrated approach across the whole process
- ▶ Flexible educational environments that support inclusive practices

**Be transparent, honest and accountable**

## By providing:

- ▶ Open lines of communication that allow for productive collaboration between all stakeholders
- ▶ A strong communication strategy
- ▶ A technology-based portal that will facilitate partnership working

**Promote multi-agency collaboration to take full advantage of all resources available**

## We will achieve this by:

- ▶ Reflecting and improving key elements of effectively working together
- ▶ Positive relationships between professionals, children and young people and families based on trust, transparency and shared responsibility
- ▶ A space where professionals can share information/resources and work collaboratively towards effective and proportionate decision-making
- ▶ Reassurance that the safety and wellbeing of individuals and families remains central to everything we do

**Listen to and learn from our community**

## We will enhance our services and practices by:

- ▶ Active listening
- ▶ Being responsive and doing what matters
- ▶ Incorporating 'experts by experience' into service and policy development



# Croydon's SEND Priorities 2023-26

Early identification  
and support

Providing the support  
needed by children and  
young people with SEND  
during key life transitions

Children, young  
people and families,  
co-production and  
collaboration

Partnership delivery of  
transparent robust and  
co-produced processes to  
deliver quality plans

Integrated  
commissioning and  
data forecasting  
across all phases

Workforce  
development,  
support and  
well-being

## What are the SEND priorities for Croydon residents for 2023-2026?

- ▶ Early support for children under 2 in nursery provision
- ▶ Increased children and young people's provision
- ▶ More emphasis on the children and young people views (not labelling them and discharging them completely)
- ▶ SEND activities and events outside of working hours
- ▶ The process for applying for support should be straightforward, clear and not onerous
- ▶ There needs to be a strategy to assist children and young people and parents with Attention Deficit Hyperactivity Disorder (ADHD) upskilling staff to have a robust understanding of ADHD
- ▶ Regular emotional support to provide techniques to handle emotions and to improve academic success
- ▶ Therapies for post 16 and Dyslexia support for all ages
- ▶ More transition practitioners to support children and young people with SEND



# Priority 1: Early identification and support

Early identification of SEND is crucial to support the needs of our Croydon students. We aim to achieve effective and sustainable interventions, accurate assessments and access to local early support.

Deliverables	Outcomes	Measures of success
1. Improve the quality of information and advice, referral pathways and access to Croydon Local Offer and SEND Inclusion.	Children and young people’s needs are identified accurately and assessed in a timely and effective way.	Children and young people can access additional support if required through a fair and consistent process where children, young people families and professionals work together to put in place the right value-for-money support to meet their needs.
2. Build awareness of the Early Year stages of development and support.		Reduction in Special Educational Needs Inclusion Fund (SENIF) and settings more confident in meeting needs.
3. Work as a partnership including the voluntary and faith sectors to create Croydon’s Family Hubs approach for all families and children from 0 to 18 and up to 25 years with SEND in Croydon, ensuring that families who need support most can access support in a place/way that suits them best.		More families able to access groups. Peer on peer support and more children with SEND accessing universal services/activities.
4. Provide an equitable service across all early years settings including school-based provision and childminders.		Fully embed the graduated response. Reduce in funding and Education, Health and Care Plan (EHCPs). More children to access mainstream nursery provision.
5. Implementation of the new Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) clinical pathway for Croydon designed to effectively reduce waiting times for formal autism assessment and early access to support services.		New autism Pathway mobilised and more autism assessments taking place in the borough.

Deliverables	Outcomes	Measures of success
6. Increase access to mentoring programmes for children and young people who have adverse childhood experiences and mental ill health.	Children and young people’s needs are identified accurately and assessed in a timely and effective way.	Reduced waiting time from initial assessments to start therapeutic intervention where clinically indicated.
7. Reduce the risk of education, health and wellbeing inequalities developing in the early years and beyond.		Young people are enabled to successfully reintegrate to mainstream school, with a greater understanding of SEND needs and personalised support plan.
8. Increase early access to Educational Psychologist universal services.		
9. Publish the pathway for children and young people who access sensory support services.		
10. Build awareness of support available for children and young people with Down syndrome.		Local Authority will have oversight into the health care needs of all children and young people across Croydon on elective home education.
11. Build awareness on elective home education.		
12. Update the Local Offer website and Croydon Council website.	Children and young people and their families will access impartial information, advice and support that enable them to make informed choices about their future.	Increased accessibility and site traffic.
13. Identify a pathway to gather support and advice on Welfare and Benefits across all ages up to 25.		Established pathway, published and shared widely.

# Priority 2: Providing the support needed by children and young people with SEND during key life transitions

All children and young people with SEND and their families need to have a positive experience of going through key transitions in their lives. We want children and young people with SEND to develop the skills, knowledge and confidence to have choice and control at every stage and the support required to succeed.

Deliverables	Outcomes	Measures of success
1.Map planned and not planned transitional points from 0 to age 25, or earlier if appropriate, including managed move, hospital discharged, Child looked After (CLA) and Youth Offending Service (YOS).	Children and young people are well prepared for the next steps and achieve strong outcomes.	Improved long term planning for children and young people transitioning between phases, including preparation for adulthood.
2. Improve preparation for adulthood for young people from 14 + across education, health and social care.		
3. Access quality integrated health care to address mental and physical health, particularly when transferring to the next stage of their lives.		
4. Empower educational settings to support early decision making with regards to identifying children and young people preferred pathway and ensuring transition points are of good quality and meet statutory requirements.		There is an agreed and widely understood procedure to ensure young people are supported at key transition points.
5. Publish information on SEND local offer and have clear pathways for children moving into Croydon.		Children and young people will have their healthcare needs met irrespective of where they are educated. Children and young people will have access to equitable support and services.
6. Increase access to supported internships and employment opportunities.		1. Increased number of children and young people in education, employment, and training (EET). 2. Established Post 16 pathways such as employment opportunities and other related training courses in Croydon, ensuring inclusivity.

# Priority 3: Children, young people and families, co-production and collaboration

To develop an effective pathway to embed co-production into service development to ease communication for children, young people, their families and professionals.

Deliverables	Outcomes	Measures of success
1. Develop a Communication Strategy for Croydon's SEND Local Area.	Children and young people with SEND are valued, visible and included in their communities.	Increased levels of satisfaction with the SEND team's communication will be reported by parents, carers, and educational settings.
2. Create and support Croydon SEND Youth Voice Forum, with key responsibilities within our SEND governance and service development.		Parent/carers will report their level of influence around strategic development.
3. Strengthen relationships with SEND Community by arranging regular participation sessions.		1. Provision and services for children and young people with SEND are available when and where they are needed.  2. Children, young people, and their families play an important role in the strategic planning and development of services throughout the Croydon SEND Local Area.
4. Embed Co-production meetings following the needs assessment process as business as usual, ensuring that Health and social care professionals are involved.		
5. Improve equality by monitoring support of children and young people with SEND from ethnic minority backgrounds and LGBTQ+ communities.		



# Priority 4: Partnership delivery of transparent robust and co-produced processes to deliver quality plans

To utilise skills and resources in the most effective way. Communication and collaboration to ensure the agreed provision meets the outcomes and has a positive impact on the child or young person and their family's life.

Deliverables	Outcomes	Measures of success
1. Implement a locality-based model to promote and encourage relationships with educational settings and Local Area professionals.	Children and young people and their families will participate in decision-making about their individual plans and support.	Statutory compliance is effective, ensuring that deadlines are met, and quality assessments are undertaken. Processes are child-centred and compliant with legal requirements. Parents who have a thorough awareness of the process and the criteria that underpin decisions report feeling more satisfied and confident. Good quality advice will inform EHC Plans, allowing for the development of robust outcomes that accurately identify needs.
2. Publish an annual schedule of quarterly deep dive audits to ensure that the SEND operations/ EHC Plan process are operating effectively in relation to compliance, quality and experience of the children and young people, their families and stakeholders.		
3. Implement a multi-agency approach to co-production meetings and annual reviews.		
4. Update Croydon's SEND decision making processes and implement any changes required, as well as ensuring that children and young people and their families have a clear understanding on how decision are made across the Local Area.		
5. Build awareness and understanding of a Personal Budget and financial assessments, including education, health and social care for students with an EHC Plan.		
6. Streamline the redress process to make it easier to resolve disputes earlier.		Manage to resolve issues without the need to go to tribunal

# Priority 5: Integrated commissioning and data forecasting across all phases

To understand the various needs of SEND populations so that we can predict and allocate resources required through commissioning and procurement.

Deliverables	Outcomes	Measures of success
1. Establish a SEND Inclusion Dashboard for 0-25 to incorporate the local area context across education, health, and care.	Children and young people receive the right help and support at the right time.	Integrated Commissioning and Data and Information sharing.
		Integrated South West London partnership and Local Area SEND Dashboards.
2. Update the school placement process to ensure appropriate capacity across all ages and implement any changes required.		More children will access mainstream provision and there will be a reduction in inappropriate referrals to specialist provision.
		Children and young people can access additional support through a fair and consistent process where children, young people, families and professionals work together to put in place the right value-for-money support to meet their needs.
3. Establish local SEND and alternative provision partnerships.		This should result in a Local Inclusion Plan (LIP) that sets out the provision and services to be commissioned. There is clarity about how the three-tier AP offer will feature within the graduated response.

Deliverables	Outcomes	Measures of success
4. Commissioned therapies 0-25, including Speech and Language Therapy (SALT), Occupational Therapy (OT) and Physiotherapy (PT).	Children and young people receive the right help and support at the right time.	Improved joint working across education, health and social care for children and young people with complex needs.
5. Review system of funding bands and tariffs.		
6. Update Croydon's specialist care provision for children and young people with complex needs and implement any changes required.		
7. Establish different approaches to SEND Transport arrangements for children and young people with SEND.		
8. Identify a designated social care officer (DSCO).		
9. Fully implement the information management system to Synergy.		

# Priority 6: Workforce development, support and wellbeing

To upskill the workforce so that they are prepared to meet the needs of children and young people and at the same time support them and balance workloads to ensure their wellbeing and job satisfaction. We need to build a strong, resilient and highly skilled workforce to meet the increasing demands for support.

Deliverables	Outcomes	Measures of success
1. Provide training and development for all practitioners working with children and young people with SEND within educational settings to support early identification and access to provision at the right time - with the buy in from all agencies, particularly in the delivery of the local offer/ordinarily available provision.	Adaptive environment for effective practice and multi-agency to flourish, creating an Autism friendly borough.	Upskilled workforce across the sector. Reduction in support needs from LA.
2. Continue to expand Croydon's offer and effective implementation of the Autism Education Trust training programme.		
3. Training on assessment and diagnosis pathways.		
4. Recruit and retain of staff to increase capacity and job satisfaction.		
5. Support council policy on employees' mental health.		Recruit and maintain specialist support staff.





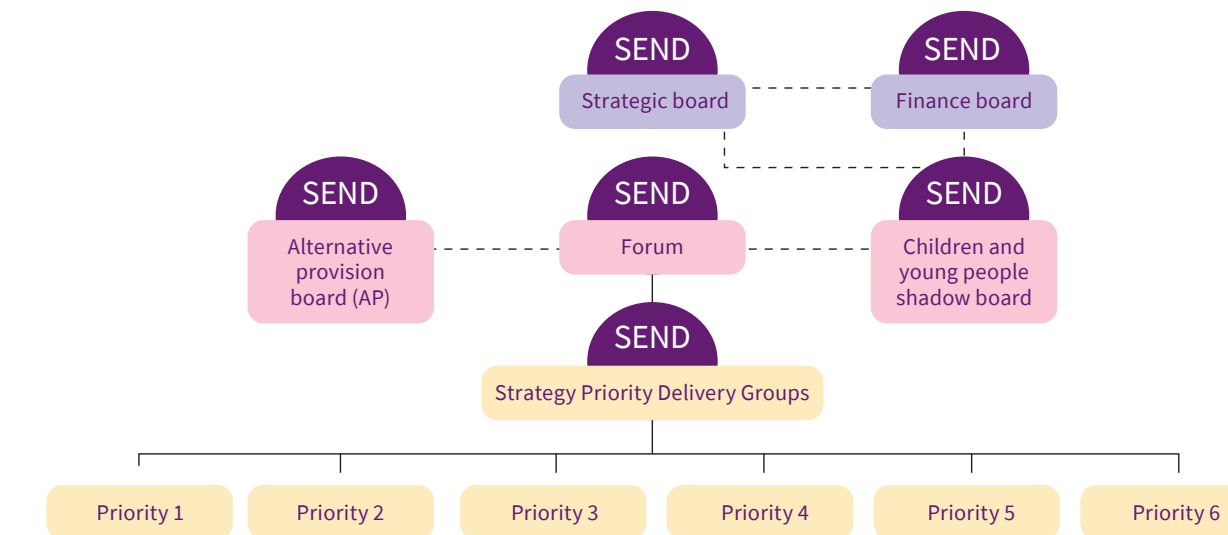
## How do we identify impact?

Croydon's SEND Local Area is committed to making progress towards the positive changes outlined in this strategy.

We want to ensure that children and young people with SEND feel that they can:

- ▶ Access accurate, easy read information in a timely manner
- ▶ Build trusting relationships with those who work with them
- ▶ Feel confident and empowered to share their views, wishes and aspirations
- ▶ Enjoy being with people that make them feel happy, safe, secure and understood.
- ▶ Feel supported to reach their goals
- ▶ Know that their health and well-being will be a priority to all who work with them

## SEND Local Area Governance



The SEND Strategic Board is chaired by the Director of Children's Services and the SEND Forum is chaired by the Director of Education.

The Local Area including Children's Social Care, Health, families and school leaders are represented at all levels of the governance structure.

SEND and inclusion is also a feature within the School Improvement governance.

Croydon has a robust high profile governance model, with a well-established structure and clear line of accountability.

# SEND Local Area Governance Meeting Schedule

Quarterly	SEND Strategic Board	Monthly	SEND Forum
Quarterly	SEND Children and Young People Youth Voice Forum	Monthly	SEND Strategy Priority Delivery Groups
Quarterly	SEND Strategy Priority Delivery Group Thematic Meeting	Monthly	SEND Community Meetings
Quarterly	Local Area Deep Dive Audit	Monthly	Learning and Development Workshops

## Croydon SEND Local Area Transformation Activities

How we got here...



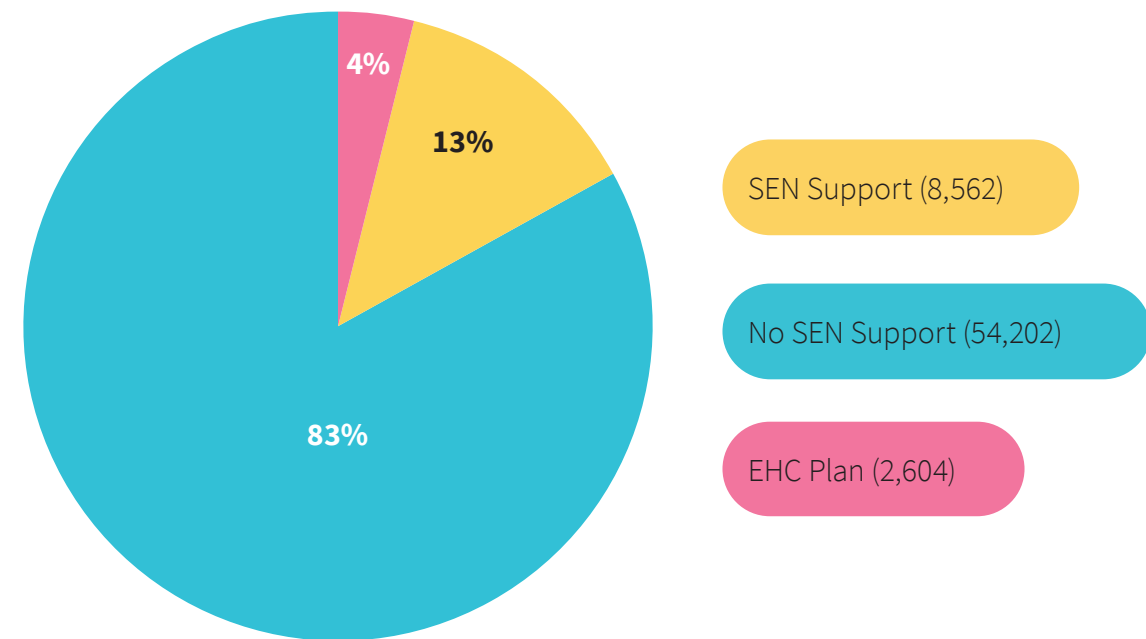


# The Croydon Context

The January 2022 census indicates, of the 65,368 pupils in Croydon, 13% (8,562) were receiving SEN support and 4% (2,604) had an EHC Plan. These percentages are in line with our statistical neighbours, London and England.

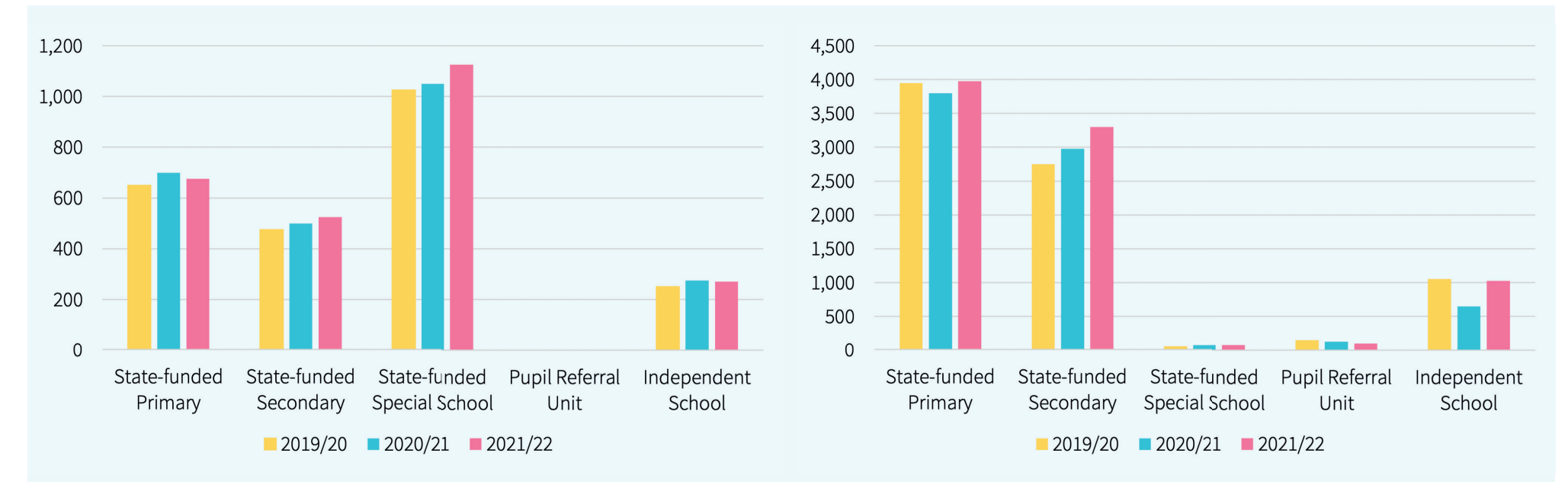
**Please note:** this data includes pupils living out of borough attending Croydon settings and does not include pupils living in Croydon attending out of borough settings.

	2019/20	2020/21	2021/22
Headcount	65,718	64,964	65,368
EHCP (%)	3.7	3.9	4.0
SEN Support (%)	12.3	11.9	13.1




In **January 2022**, a total of 3,556 children and young people living in Croydon had an EHC Plan, 109% more than in 2010. This increase is larger than that of our statistical neighbours (who saw a 102% increase) and similar to London as a whole (who saw a 114% increase) at the same time. This data includes pupils living in Croydon attending out of borough settings.

In line with national trends, the increasing growth of the population with an EHC Plan has been most pronounced since 2015, coinciding with the SEND reforms of 2014 when EHC Plans were introduced. EHC Plans have a lower threshold than the previous Statement of SEN and an extended age range up to the age of 25.




Pupils with an EHCP in Croydon schools by phase 2019/20 to 2021/22


Pupils receiving SEN Support in Croydon schools by phase 2019/20 to 2021/22



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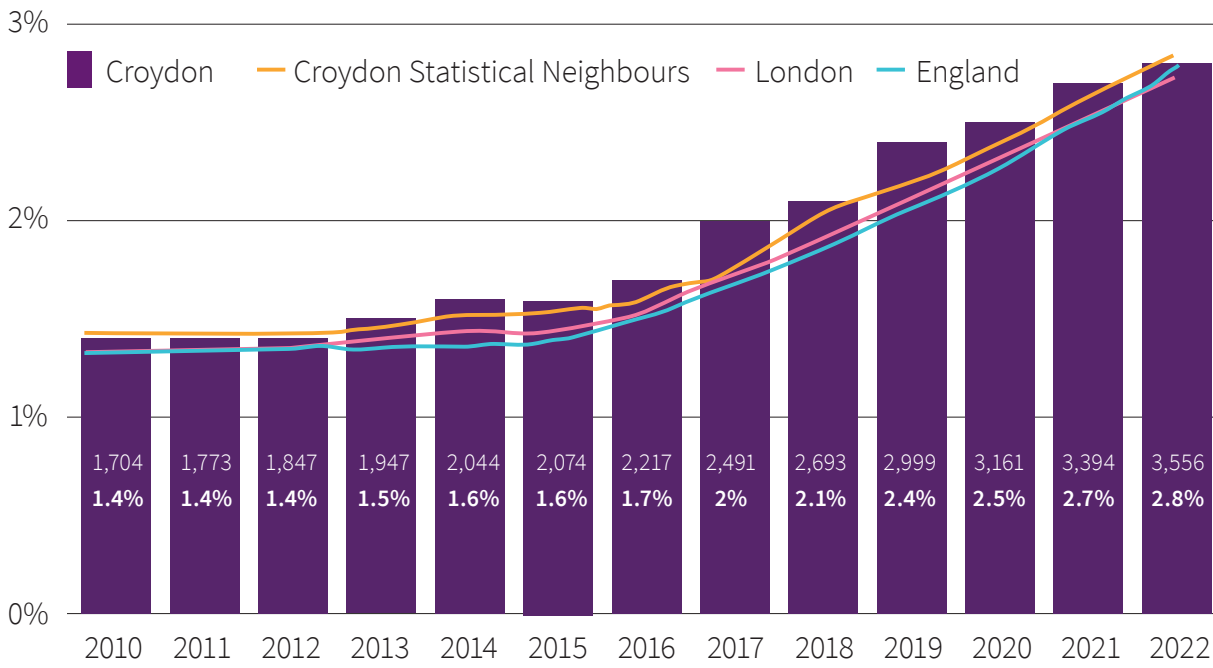
Draft Education, Health and Care Plan



Child's name

Date of draft EHC plan:	
Signature On Behalf of The Local Authority	
My Review Date By:	Plan Number: Version 1

### Number and proportion of Croydon children and young people with a Statement or EHC Plan (includes pupils living in Croydon and attending either a Croydon or out of borough setting)



#### Sources:

January 2022 – Department of Education: *Statements of SEN and EHC Plans in England (from SEN2)*

Mid-2010 to Mid-2020  
Office for National Statistics:  
*Population Estimates*

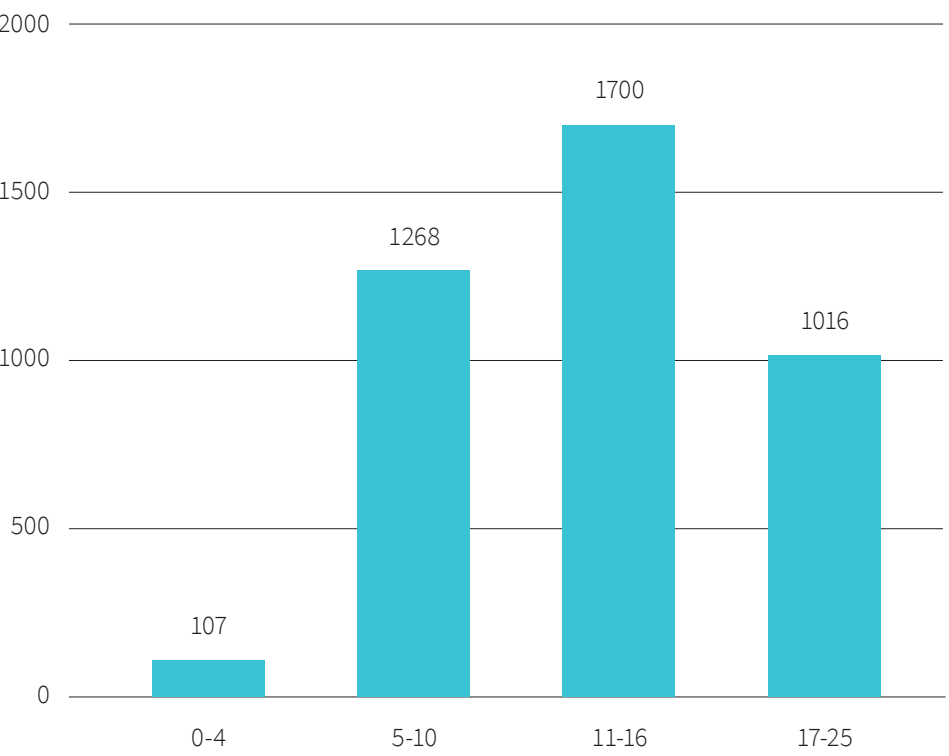
Department for Education:  
*Children Services Statistical Neighbour Benchmarking Tool*

### Children with an EHCP by type of need

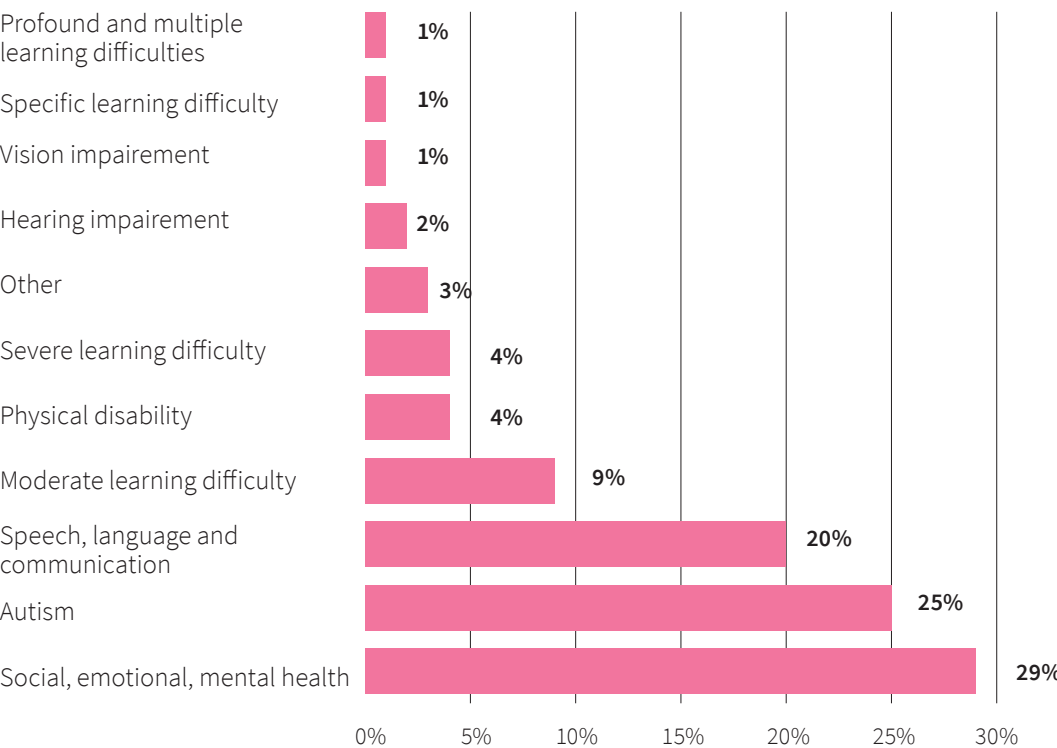
Latest data shows the number of EHCPs continue to increase. In **January 2023**, a total of **4091** children and young people living in Croydon had an EHCP, of which 73% are boys and 42% are aged between 11-16. The most common primary type of need is social, emotional and mental health (29%), followed by autistic spectrum disorder (25%) and speech, language and communication needs (20%).



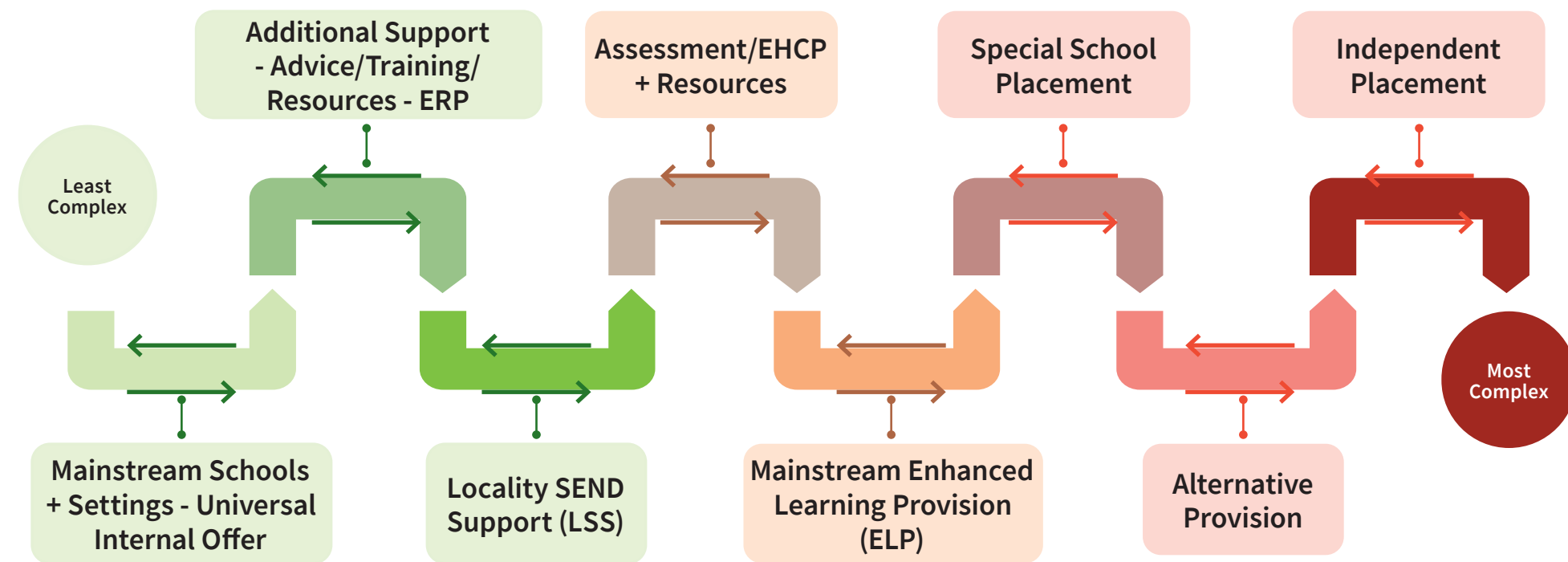
### EHCP ages of children and young people



### Children with an EHCP by primary type of need (%)



# Croydon SEND Local Offer 0-25



# Croydon Locality SEND Support

Croydon Locality SEND Support (CLSS) was set up in September 2020 as a pilot project to ensure that Croydon mainstream schools had access to early identification and intervention for children and young people with Special Educational Needs and Disabilities (SEND).

The initial pilot phase was successful, and the way of working was expanded to all mainstream schools in the Borough.



## Since its inception CLSS has followed this model:

- ▶ Early identification and response to needs.
- ▶ Support, advice, training, shared expertise, access to resources, access to specialists.
- ▶ In each of the localities, the school Special Educational needs Coordinators (SENDCos) are empowered (with parental permission) to share case files of children/young people who are on their school's SEND register with their local group of SENDCos.
- ▶ This takes place at monthly SENDCo forum meetings chaired by the Area SEND Lead and overseen by a headteacher and the consultant lead. Professionals from the Croydon Education Psychology (EP) service and Speech and Language Therapists (SALT) are also present.
- ▶ A range of other professionals are invited such as from the Inclusion and Safeguarding team, Children's Social Care or the Virtual School.

Since September 2020 CLSS has supported around 3300 children and young people with SEND in Croydon mainstream schools including Informal support to 2300 children and young people and awarded resources to around 1000 Children and Young People.

CLSS is now a key aspect of the Dedicated Schools Grant (DSG) management plan in the formal "Safety Valve" agreement signed by Croydon Council and the Department for Education.

Full implementation of CLSS is pivotal to ensuring compliance with the conditions set out in the agreement, which could result in the Department agreeing to pay to the authority an additional £10.96 million of DSG.

As a result, the Council wishes to bring the service fully under the umbrella of the Children's Services Department.





# Alternative Provision – An Early Intervention Offer

## Springboard

This is the tuition service providing education to young people who are temporarily unable to attend their mainstream school for medical reasons. Young people are provided with a personalised educational package that may consist of a combination of individual tuition, online supported learning and small group tuition, leading to full-time education in an appropriate provision, for example: a return to their home school or specialist provision. The offer is enhanced by the DfE funded Alternative Provision Specialist Taskforce Pilot (APST), which supports a co-located, multi-agency team of specialists: A Mental Health Lead, Speech and Language Team, Assistant Educational Psychologist, Family Worker, Youth Worker, Youth Justice Worker and Post-16 Transition Worker. This team supports a robust offer of assessment, targeted interventions and detailed reports to inform reintegration.



## The Intervention Programme

The PRU offers time-limited interventions to pupils who are struggling to manage their learning in a mainstream school setting and may additionally be at risk of permanent exclusion. The objectives of the programme are:

- ▶ To provide opportunities for pupils to make social, emotional and academic progress within an appropriate environment, in preparation for returning to mainstream school;
- ▶ To work with mainstream secondary schools to support and sustain pupils within mainstream provision;
- ▶ To provide opportunities for pupils to have time to develop the skills to thrive in a mainstream classroom;
- ▶ To support schools to manage the support needs of pupils as part of their transition from the PRU back into mainstream education.

The length of stay is typically 12 weeks. Pupils on the Intervention Programme also benefit from the APST.

During the first year of the pilot, 70 pupils received a range of interventions from the mental health team and 69 pupils made a successful return to mainstream schools.

# Alternative Provision

Since the start of academic year 2012-22, using a three-tier model for alternative provision, Croydon has been better able to address the following :

## Tier 1

### Targeted support in mainstream schools

AP specialist early intervention and support to help at-risk pupils stay in mainstream school.

## Tier 2

### Time-limited Placements\*

Short-term placements in AP schools to assess and address pupil's needs, with the expectation of returning to their mainstream school.

## Tier 3

### Transitional Placements\*

Placements in AP schools for pupils who need support to move on to a new mainstream school or sustained post-16 destination.

*\*Tier 2 and Tier 3 via the Saffron Valley Intervention Programme.*

The Alternative Provision Specialist Taskforce (APST) is allowing the Pupil Referral Unit (PRU) to act as a dynamic hub for mainstream secondary schools. It is re-writing the narrative for pupils with challenging behaviour and addressing their needs (including SEND) and allowing schools access to immediate assessment and therapeutic interventions.

*(Pilot extension to March 2025)*





Everyone wants the best for their children but with so much conflicting advice it can be hard to know what to do for the best as a parent, especially in the early years.

Research shows that the key ingredients to ensuring babies and young children have a healthy start in life are:

- ▶ Parenting confidence
- ▶ Physical activity for little ones
- ▶ What children and families eat
- ▶ Family lifestyle habits
- ▶ Enjoying life as a family

## Henry in Croydon

The programme is for parents or carers of children aged 0 to 7 years old and is free to join.

It covers five themes across 8 weeks and provides everything you need to help get your little one off to a great start.

Programmes are running online and face to face in local venues.

For more information, please contact Henry on 020 8156 6400 or email [croydon@henry.org.uk](mailto:croydon@henry.org.uk)

Or you can scan the QR code to complete the enquiry form.



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## Addington Valley Academy

Addington Valley Academy is a co-educational special school specialising in autism and complex needs and addresses the social communication, cognitive, sensory and social, emotional, and behavioural needs of pupils aged 2 – 19.

The development of the new Orchard Hill Trust Special School – Addington Valley Academy has had a significant positive impact upon local placements with 120 Croydon pupils placed for September 2022.

There are a team of specialist teachers, specialist assistants, therapists and support staff to enable delivery of teaching and learning in the classroom of a broad and balanced curriculum appropriate to the developmental needs of children in relation to their age and phase of education. Each class will be managed by a class teacher, supported by one or two permanent teaching assistants depending on class dynamics.



### Data:

2020/2021: 20 Year 7 placements

2021/2022: 80 placements

2022/2023: 120 placements –  
Reception-Post 16

2023/2024: 150 placements planned



“ The progress my son has made is phenomenal, we couldn't be happier. We feel very lucky that he is in this school. ”

*Parent - February 2022*



# St Nicholas School

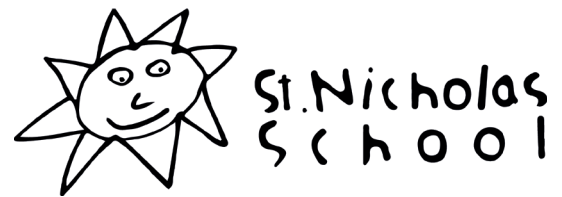
St Nicholas is a Primary Special School catering for children aged 4 – 11 years with Moderate Learning Difficulties, Speech and Communication Disorders and Autism. Some of our children also have complex needs.

The school has a maximum roll of 245 pupils. Children may be admitted from the age of 4 years up to the age of 10 years if places are available.

The school currently has 26 classrooms and pupils are grouped in small classes of around 10 pupils. Each class has a teacher and 2 teaching assistants.

The school seeks to provide a friendly caring and safe environment in which all children can develop to their full potential by having equal access to quality educational opportunities and experiences.

St Nicholas was judged as 'Good' by Ofsted in 2017.



# Red Gates School

Red Gates is a special school for pupils between the ages of 2 and 11 years.

- ▶ All pupils have an education, health and care plan.
- ▶ The school caters for pupils with moderate and severe learning difficulties.
- ▶ Many have a diagnosis of autism spectrum disorder.
- ▶ The school does not use any alternative provision.

Ofsted visited Red Gates on the 28th Feb and 1st March 2023 to complete an ungraded inspection. As a result, Red Gates remains Good, however, the inspectors report that there was enough evidence of improved performance to suggest that the school could be judged outstanding if they were to carry out a graded (section 5) inspection now. As a result, the school's next inspection will be a graded inspection and take place within 12-24 months.



“ Together we recognise and embrace individuality and nurture learning within a safe and empowering environment so that all can thrive and feel a sense of achievement, belonging and acceptance. ”



# The Beckmead Trust

## Chaffinch Brook

Chaffinch Brook is a primary and secondary for pupils diagnosed with Autistic Spectrum disorder and associated mental health needs.

It is part of the Beckmead family of schools.

Chaffinch Brook is currently situated on two different sites in Croydon approximately 3 miles apart. Chaffinch Lower is for pupils in Key Stage 1 and 2, has 41 students on roll; Chaffinch Upper is our Key Stage 3 and 4 provision for 49 students. Both sites meet the needs of students with Autism and challenging behaviour.

## Beckmead College

Beckmead College provides vocational training for young people aged 14 to 19 with social, emotional and mental health (SEMH) and Autism.

For young people aged 14 – 19 with social emotional and mental health difficulties and challenging behaviour.

“100% of parents would recommend Beckmead College to others”



# Priory School

Priory School is a Local Authority Maintained Community school for young people from 11 to 19 with moderate to severe learning difficulties, many are on the Autistic Spectrum.

We were recognized as a Good school in all aspects of our provision at our last Ofsted Inspection in October 2017.

All students at Priory School have an Education, Health and Care Plan (EHCP) which is used to personalise their learning. We passionately believe that all students should be entitled to access personalised learning and we are committed to ensure that this is what we provide for all.

We were recognised as “good” in all areas of our inspection (2017), when Ofsted made the following observation:

“You and your team have a vision for the students of 'brilliant lives' and a mission to provide 'a learning community that inspires and empowers individuals to do amazing things.’”



# Bensham Manor School

Bensham Manor School is a special school for students 11 to 16 with a wide range of special needs who make provision for students who have Education, Health and Care Plans which include; autism, complex needs, speech, language and communication difficulties.

Their aim is to recognise and respond to the individual needs of students and provide them with a relevant and challenging curriculum. There is a Post 16 provision on site. All students have an Education, Health and Care Plan (EHCP) which is reviewed annually. Bensham Manor School works hard to ensure students are successful and celebrate and recognise achievement and effort in all areas of the curriculum.

## The school's key aims:

- ▶ Raise, monitor and celebrate the achievements and diversity of our students
- ▶ Develop excellent teaching to enhance learning
- ▶ Facilitate an appropriate, well resourced, flexible, accredited and imaginative curriculum
- ▶ Provide high quality care, guidance and support ensuring everybody matters, feels respected and has a voice



“Bensham Manor School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.”

# St Giles School

St Giles is a Croydon Local Authority Maintained Community School for pupils aged 2-19

with physical disabilities, complex medical needs, complex speech and language difficulties and associated learning difficulties, moderate (MLD), severe (SLD) and profound and multiple learning difficulties (PMLD).

St Giles Nursery is part of the Croydon Local Offer for children with Special Educational Needs and Disabilities and has places for 12-part time or 6 full time nursery children aged over two with identified needs under the Croydon commissioning arrangements.

There is a Further Education Unit for pupils with PMLD aged 16-19.

All pupils have an Education, Health and Care Plan (EHCP) or are transferring to one from a Statement of

Special Educational Needs.

We were recognised as a Good school at our last Ofsted inspection in December 2017.



“At St Giles' we are passionate about learning. Our school community includes and values everyone, working together to achieve in a supportive, caring and professional way. Our enthusiasm and positive energy make St Giles' a truly happy and vibrant place to be.”



# Post-19 Pathways

The Pathways programme initially offered a 2 year 2:2 day programme for students aged 19-25 with severe and complex needs identified – 2 days based at Coulsdon College and 2 days based at Waddon Youth Centre.

The success of the placements resulted in further development of a range of pathways which now include: 2:2 original programme/3:1 (3 college:1 Waddon)/4 days – college based.

There is opportunity for progression and/or support into adult supported services as appropriate for each student.

“Good things are happening, the energy and enthusiasm have given us a glimpse of possibilities that previously we would not have considered.”



## SEND Strategy 2019-22

Review and Feedback





## Our aim for 2019-22

“Children with Special Educational Needs and/or Disabilities (SEND) will achieve independence and employment, whenever possible in, or near their local community so that they can live fulfilled lives and be active contributors to Croydon’s future. Croydon has high aspirations for children and young people with SEND.”



## Croydon SEND Residents Feedback

In July 2022, we worked with our special schools and post 19 provision council members to help us understand how we have supported them so far and what can we do to support them further.

There were common themes that echoed throughout our conversations and minor but impactful changes that they would like to see.

“You said...”

A five day package

Make lots of new friends

After school activities

To get a job and continue to attend college

To get the right support when I go to my school

Be able to communicate with others

Have access to software that will help me learn

”



# Joint Working and Co-production



## “ You said... ”

### What aspects have gone well?

- ▶ Parent led groups.
- ▶ SEND services are easier to contact at Croydon than before.
- ▶ Post 16 transfer, joined up work with NEET team and virtual school.

### What could have gone better?

- ▶ Better communication.
- ▶ Better joined up working between Health, Children and Adolescent Mental Health (CAMHS) and SEND.
- ▶ More positive relationships between parents and those delivering SEND services.
- ▶ Better access to help within schools, especially secondary schools who seem to work with the mantra of ‘they have to have an EHCP’ or they can’t do anymore for that student.

- ▶ For professionals involved with the student to attend annual review meetings.
- ▶ Support for parents of children with additional needs.
- ▶ Early identification, support and access for primary schools.
- ▶ SEND training/qualification to understand the needs and support required for all children and young people supported by their services.
- ▶ Holistic approach putting the children and young people at the centre of all planning.
- ▶ Joint working with social services and education to ensure proper continuation after formal education so that young people with SEND do not get ‘lost’ with no support.

In addition to our visits, we have been working closely with our Croydon schools, parents/carers and professionals working with children and young people with SEND to identify what has gone well throughout 2019-2022 and what aspect of our SEND practices need to be improved.

We completed this activity by collaborating via our SEND Governance and by launching a SEND Local Area Survey that went live to the residents of Croydon on 8th July in 2022 and ended 31st October 2022.

In addition to this, we organised a series of SEND Consultation Roadshows that took place in January and February 2023, where we reviewed the suggested priorities for 2023-2026.

# Improving Outcomes

“ You said...

## What aspects have gone well?

- ▶ Community paediatrician and occupational therapy service are supportive and responsive.
- ▶ There is an attempt to write SMART outcomes (but this is not always consistent).
- ▶ Special school support is excellent.
- ▶ Receiving direct payments which is helpful.
- ▶ There are pockets of excellence – ‘Walk with me programme and mentoring scheme’.

## What could have gone better?

- ▶ More funding, more awareness, and more empathy.
- ▶ More social activities in the holidays, more support for working parents when school transport is cancelled.
- ▶ Helping the SEND parent network.
- ▶ Accessing support in mainstream settings has been diabolical.
- ▶ Access to appropriate equipment and therapy support to nurseries when the child is below school age.
- ▶ Communication with the school, parents and SALT team consistency with providing support to my child, not ‘hit and miss’ efforts and no feedback.
- ▶ An effective centralised site of all activities available and advisory support for those with additional needs.
- ▶ Access to the right support at the right time.
- ▶ Flexibility to respond to children and young people needs, especially for those with social, emotional, and mental health difficulties.
- ▶ Do not cease EHCP’s before all outcomes have been met.
- ▶ The council should not have disbanded the department to support young people getting into employment.

# Transitions

“ You said...

## What aspects have gone well?

- ▶ Special school are supportive and have meetings at the start of each year with children and young people and their parent/ carer to ensure that the needs will be met and continue with close communication throughout the school year.
- ▶ The SEND team seem more on the ball with EHCP writing and issuing within deadlines.

## What could have gone better?

- ▶ Clarity on what transitional programmes are offered.
- ▶ Communication across the board.
- ▶ The process for complex cases requires a joint working approach.
- ▶ Support with housing for young adults with SEND.
- ▶ Support hubs in schools to educate professionals about practicalities, such as financial management.
- ▶ More opportunities for sport and leisure and arts and cultural activities.





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