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# CROYDON LOCALITY SEND SUPPORT

Brochure  
2025



# WHAT IS CLSS?

Croydon Locality SEND Support is a way of working, aimed at better supporting pupils from the early years to year 11 with special educational needs and disabilities in Croydon mainstream schools by devolving resources to groups of schools & nurseries in localities across the borough. The objective is to ensure that help is provided at the earliest opportunity, by supporting school SENDCos with rapid identification and assessment, as well as providing advice and resources to improve outcomes, resulting in better and more effective use of resource.

Croydon Locality SEND support operates in the London Borough of Croydon working with mainstream schools & nurseries to improve and speed up support for youngsters with special educational needs & disabilities who are not in possession of an Education and Health Care Plan.

## **Overview**

Individual schools & nurseries continue to support SEND students through their own resources.

If a setting requires additional support or resource for a child, they will contact the Area SEND lead for their locality. The Area SEND lead will provide additional support, advice and signposting for the child.

If it is thought that more resource may be needed, the School SENDCo and Area SEND Lead jointly decide to present the child's case at a meeting of local school SENDCos and seek parents' permission to do so. The meeting of local SENDCos has the power to award additional resources or SENIF funding to give extra support to the child. Parents are informed what form the support will take.

Existing EHCPs will continue and are unaffected. ELPS and Special Schools are outside of this work.

# OUTLINE OF SUPPORT



- ▶ Individual schools & nurseries continue to support SEND pupils through their own SEND budget.
- ▶ Before any new resource is given to individual pupils, settings will have to demonstrate what actions they have taken from their own SEND budget to support the child.
- ▶ In addition, SENDCos must take part in best practice training and attend all scheduled Locality SENDCo Forums.
- ▶ If there is concern about a child, the school SENDCo speaks to the Area SEND Lead about any additional support that that may be needed.
- ▶ The SENDCo and Area SEND Lead discuss the case and make a decision to either give informal support or refer to the forum
- ▶ The SENDCo presents the child's case at a monthly forum with parental permission. Other locality SENDCos and professionals are present.

Locality	Informal Support	Formal Support	Phase
Coulsdon (14 schools)	397	139	1 (2020)
New Addington (7 schools)	404	118	1
Selsdon (10 schools)	506	199	1
Thornton Heath (15 schools)	500	192	1
Central Croydon (16 schools)	325	220	2 (2021)
Shirley (17 schools)	415	193	2
Norwood (16 schools)	110	38	3 (2022)
Purley (15 Schools)	87	52	3
<b>Totals</b>	<b>2744</b>	<b>1151</b>	

## CYP Supported since 2020

- ▶ The forum decides on the best support and funds it appropriately
- ▶ Parents receive feedback from the forum outlining any support that will be offered
- ▶ If the forum decides that the child's needs are complex and long term, or that locality funding is insufficient they will recommend an EHC needs assessment
- ▶ Existing EHCPs will be honoured and are unaffected
- ▶ ELPS and Special Schools are outside of this initiative



## Advantages of Croydon Locality SEND Support

### Early identification and intervention

Pupils get rapid support through their schools & nurseries.

### Parental involvement

Parents get a summary of the support to be offered

### Early reviews

At the end of the funding period all support is reviewed for effectiveness

### THE ADVANTAGES IN A NUTSHELL

- School SENCOs are involved in the decision-making process.
- Consideration is given to the most appropriate provision that is available and how this will enable the child to achieve the desired outcomes.
- All School SENDCOs support all pupils with special needs in their locality
- There is support from expert Area SEND Leads, to discuss cases and offer advice.
- CLSS includes the involvement of Speech and Language Therapists and Educational psychologists.
- Timely information to parents which clearly identify the needs of the child and what is needed to allow things to progress.

overall back  
 issues improve **support** given goals  
 school hope right set speech  
 access additional class social feel learn  
**learning** achieve develop needs progress skills  
 reach better emotional group communicate extra determine  
 time special happy help  
 enable children areas want able  
 life supporting childrens expected child confidence lot  
 lessons

## WHAT OUR STAKEHOLDERS TELL US.

school was well support additional support funds to support  
 support has been invaluable access funding funding to support support our pupils needs children  
 adult support **support for more children** children not  
 Locality support need it quickly  
 access support Locality SEND children who need **EHCPs**  
 financial support funding for those children children to get the support

