

SEND Policy and Information Report

Hollydale Primary School



Approved by: Board of Governors

Date: [Date]

Last reviewed on: September 2025

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1. Introduction

The SEND policy and information report at Hollydale Primary School explains:

- How the school supports children with Special Educational Needs and Disabilities (SEND).
- The roles and responsibilities of everyone involved in providing this support.

2. Aims and Vision

Aims

Hollydale Primary School aims to help all children achieve their best **academically, socially, and emotionally**. We do this by:

- Providing **high-quality teaching and a broad, engaging curriculum**.
- Creating a **caring and respectful environment** where effort is valued and success celebrated.
- Supporting children to become **confident, responsible, and independent learners**.
- Encouraging children to **follow our Core Values: Respect, Responsibility, Relationships, and Resilience**.

Vision

Our vision is that every child at Hollydale will be **ambitious, resilient, and able to advocate for themselves**. We aim for children, including those with SEND, to:

- Take **ownership of their learning** and make thoughtful choices when facing challenges.
- **Recognise their strengths** and understand where they need to develop.
- **Communicate their needs** clearly and ask for support when required.
- Build **skills for lifelong learning**, independence, and confidence in the wider world.

By focusing on **independence and self-advocacy**, we ensure children with SEND grow into confident, courageous learners who feel valued in the school community.

3. Definitions and Legal Framework

At Hollydale Primary School, we are committed to meeting the needs of all pupils, including those with special educational needs and disabilities (SEND). This section explains what SEND means, the legal requirements schools must follow, and the type of support provided to pupils.

Key Definitions and Legal References

Term / Concept	Definition	Legislation / Guidance
Special Educational Needs and Disabilities (SEND)	A pupil has SEND if they have a learning difficulty or disability that means they need additional support in school .	Part 3, Children and Families Act 2014; SEND Code of Practice (2015)

Term / Concept	Definition	Legislation / Guidance
Learning Difficulty or Disability	A pupil has a learning difficulty or disability if they: • Have a significantly greater difficulty in learning than most children of the same age, or • Have a disability that makes it difficult to access facilities normally provided in mainstream schools	SEND Code of Practice (2015)
Special Educational Provision	Educational or training support that is additional to or different from what is usually provided for children of the same age.	Part 3, Children and Families Act 2014; SEND Regulations 2014

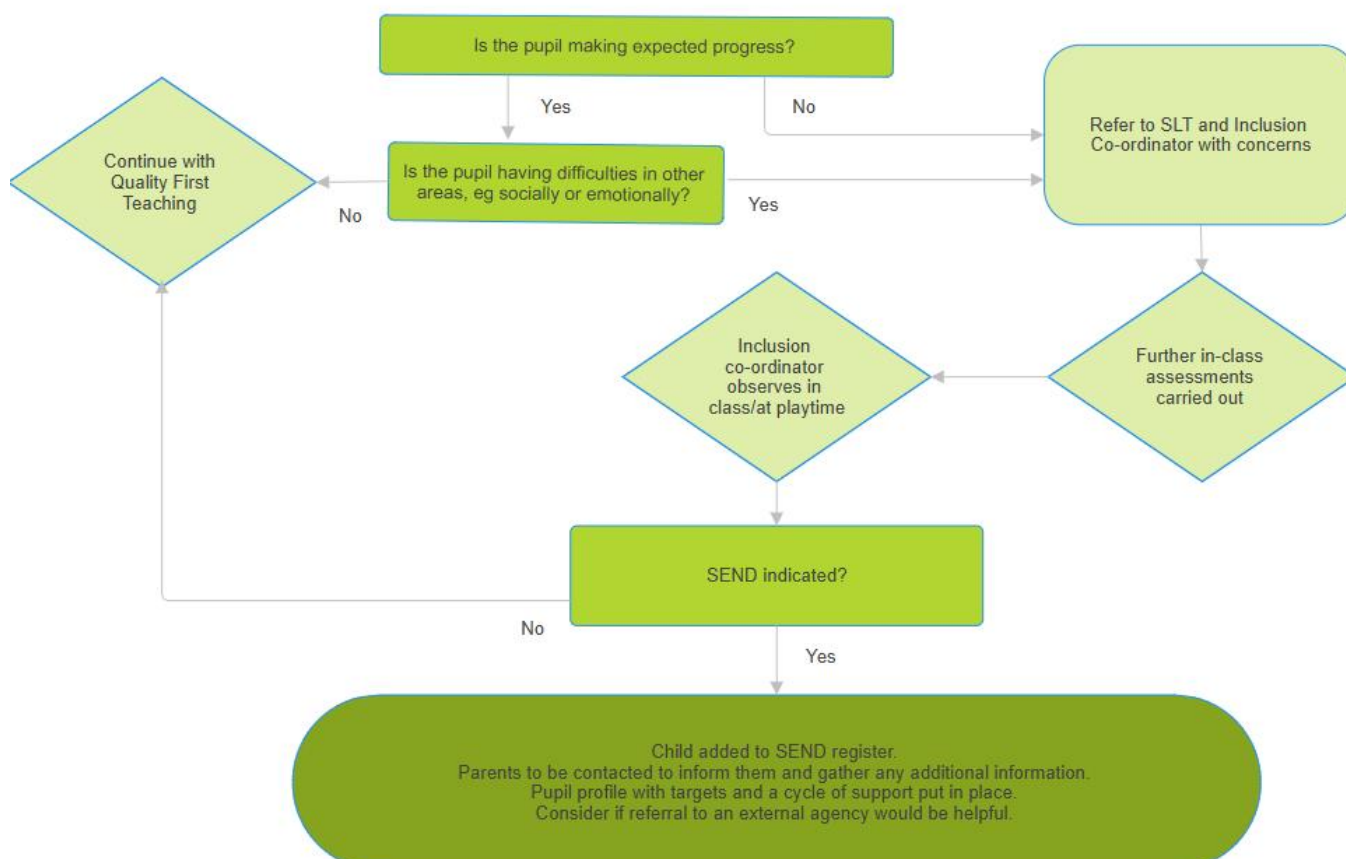
This framework ensures that all children with SEND at Hollydale receive targeted support to help them achieve their full potential.

4. Identifying SEND

We will assess each pupil's current skills and levels of achievement on entry, which will build on previous settings and Key Stages, where appropriate. **Class teachers** will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close or widens the attainment gap between the child and their peers.

This may include progress in areas other than attainment, for example, social needs.



Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When a class teacher is concerned about a pupil with possible SEND:

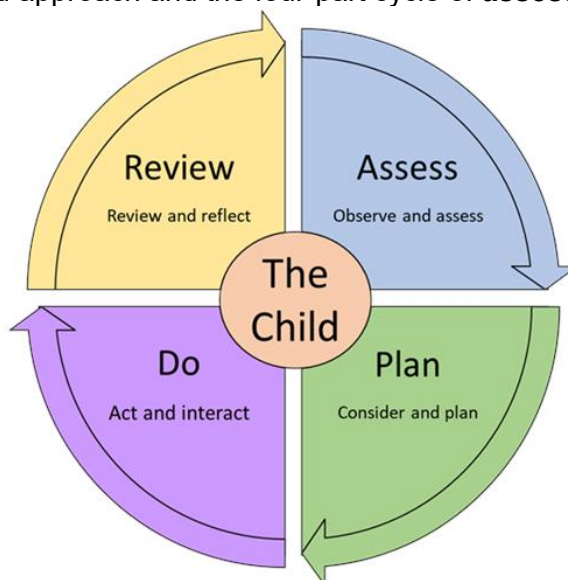
- **Class teachers** will raise concerns about the progress and achievement of pupils with the Inclusion Coordinator and SLT;
- A range of further in-school assessments may take place as necessary conducted by the **Inclusion Coordinator**, class teacher or teaching assistant. For example; assessment of phonics, reading and maths.
- The **Inclusion Coordinator** will also observe a pupil in class or at playtime to assess a child's social and learning needs;
- If needed, pupils will be referred to **external specialists** for further assessments (Paediatric assessment, social and communication clinic assessment, speech and language assessment, educational psychologist consultation and assessment). Parents/Carers' permission will always be sought before a SEND referral to external agencies is made.

Types of SEND we currently provide for include:

- Communication and interaction, for example, Autism, Developmental Language Disorder, Apraxia of Speech;
- Cognition and learning for example, Dyslexia, working memory difficulties, Global Delay,
- Social, emotional and mental health difficulties, for example anxiety;
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties, epilepsy.

5. Assess, Plan, Do, Review

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



Stage	What Happens
Assess	The class or subject teacher works with the Inclusion Coordinator to understand the child's needs. They consider: teacher observations, previous progress, input from other teachers, how the child's development compares with peers and national expectations, parents' views, the child's own views, and advice from specialists if relevant. Assessments are reviewed regularly.
Plan	Teachers and support staff receive clear information about the child's needs, goals, support, and teaching strategies. This is recorded in the <i>SEND Pupil</i>

	<i>Profile.</i> Class teachers set clear, achievable targets. Extra support or interventions are planned, and external specialist advice is used when needed.
Do	The planned support is put in place to help the child make progress. The class teacher oversees learning daily, even during small-group or one-to-one sessions. Teaching assistants and specialist staff may be involved to support interventions and ensure they connect to classroom learning. Lessons are differentiated, engaging, and adapted to meet individual needs.
Review	The effectiveness of support is monitored to ensure progress. The Inclusion Coordinator observes interventions, staff keep progress records, and any concerns are raised promptly. Meetings with external specialists may occur. Support plans are updated as needed. Termly reviews include provision maps, reviewing targets on pupil profiles, and Pupil Progress meetings. Next steps are agreed based on progress.

6. Co-Production with Parents and Pupils

At Hollydale Primary School, we believe that the best support for children with SEND is developed in partnership with parents, carers, and the pupils themselves. Everyone's voice is valued, and decisions about learning and support are made collaboratively.

Stage	How Parents/Carers Are Involved	How Pupils Are Involved
Assess	Parents/carers share their concerns and provide information about the child's strengths, needs, and experiences.	Pupils share their thoughts and feelings about learning, what helps them, and what is challenging.
Plan	Parents/carers are informed when the child is on the SEND register and receive clear information about goals, support, and strategies. Termly meetings with the Inclusion Coordinator can be booked.	Pupils contribute to setting targets and identifying strategies that help them learn best.
Do	Parents/carers are kept informed through ongoing communication about how support and interventions are being delivered.	Pupils actively participate in their learning, use strategies suggested by staff, and practice self-advocacy by asking for help when needed.
Review	Parents/carers attend meetings to review progress, discuss pupil profiles, and take part in Annual Reviews for children with EHCPs. Inclusion Coffee Mornings provide further opportunities to discuss support.	Pupils reflect on their progress, share what has helped or been challenging, and participate in Annual Reviews to discuss future targets and support.

7. Quality-First Teaching and the Graduated Response

At Hollydale Primary School, we believe that every child deserves high-quality teaching that meets their individual needs. Our approach follows a "graduated response" model, often referred to as the "Waves of Support," which ensures that all children receive the right level of help at the right time.

Wave 1: Quality First Teaching

This is the foundation of our approach and is available to all children. It involves:

Differentiated Lessons	Teaching is tailored through group work, one-to-one support, lesson content, and teaching style to meet different needs.
Flexible use of resources and staffing	Extra support and specialist resources are provided where needed, based on assessment by the class teacher
Recommended aids	Tools such as laptops, coloured overlays, visual timetables, larger fonts, and “Now and Next” boards are used to support learning.
Adapted teaching strategies	Includes longer processing times, pre-teaching key vocabulary, and reading instructions aloud.
Flexible seating arrangements	Classrooms are arranged for mixed-attainment or attainment-based seating. Some pupils may have individual workstations. Challenge activities are provided for more able pupils.
In-class support	Adults support pupils to work independently by breaking tasks into manageable steps, providing reminders, facilitating group discussion, and offering guidance when needed. Teaching Assistants are deployed carefully in line with best practice, ensuring that their support encourages pupils to develop confidence, problem-solving skills, and independence , rather than doing the work for them.
Clear learning objectives	Every lesson includes a Learning Question (what pupils are learning) and Success Criteria (steps to achieve it).
Use of IT	Technology is used to reinforce strategies, help with typing, and organise work.

Wave 2: Targeted Support

For children who need additional help to meet age-related expectations, we provide specific, time-limited interventions. These interventions are designed to accelerate progress and help children catch up with their peers.

Wave 3: Specialist Support

For a small number of children who require highly personalised support, we offer specialist interventions. These interventions are aimed at addressing complex needs and ensuring that every child has the opportunity to succeed.

For a detailed overview of the support available at each wave, please refer to our [SEND Provision Map](#).

Use of Additional Adults

At Hollydale, we make careful, evidence-informed decisions about how to use additional adults — such as teaching assistants — to support pupils with Special Educational Needs and Disabilities (SEND). Research from the **Education Endowment Foundation (EEF)** shows that if additional adults are used to complete work for pupils, rather than supporting their learning, it can limit progress and reduce independence.

Our approach is therefore to use additional adults to **enable, not replace, learning**. They might help by breaking tasks into manageable steps, prompting pupils to stay focused, encouraging participation in group work, and modelling strategies to approach challenges. Over time, their support is carefully **faded** so that pupils become **more independent, resilient, and confident** in their own abilities.

It is important for families to know that **having an Education, Health and Care Plan (EHCP) does not mean that a pupil will always have one-to-one adult support**. In fact, constant one-to-one support is not usually effective; it can create dependence and limit opportunities to develop self-confidence and problem-solving skills. Instead, support is tailored to the child's individual needs and designed to help them work towards **greater independence and self-advocacy**.

Please see EEF recommendations on the deployment of Teaching Assistants [here](#).

In addition to classroom support staff, Hollydale may also use our **ELSA (Emotional Literacy Support Assistant)** to provide targeted emotional support to pupils. ELSAs are trained to help children develop strategies to manage emotions, build resilience, and improve social skills. By fostering emotional wellbeing, ELSAs help pupils to access the curriculum more effectively and to become more independent, confident learners.

8. Supporting Positive Behaviour for Pupils with SEND

At Hollydale, we believe that **high expectations help every child to thrive** — including those with Special Educational Needs and Disabilities (SEND). Our school behaviour policy applies to all pupils, because clear and consistent boundaries help children feel safe, supported, and able to learn.

However, we also recognise that some children may need **extra help** to meet these expectations. We use an approach we call “**flexible consistency**.” This means:

- We keep expectations high and clear for everyone.
- We adapt the support we give to help children succeed and make positive choices.

How we support positive behaviour:

- **Prevention first:** We work to spot and reduce triggers for negative behaviour, for example by helping children with sensory needs avoid becoming overwhelmed, or by providing safe spaces for pupils with mental health needs to talk about their feelings.
- **Early intervention:** Staff are trained to recognise signs that a child may be becoming dysregulated (upset, anxious or overwhelmed) and to **calm and de-escalate situations early**.
- **Guidance from specialists:** When needed, we work with external professionals such as the **Southwark Autism Team** or **Sunshine House outreach** to understand and support individual needs.
- **Clear boundaries:** We maintain predictable routines, give clear instructions, and consistently remind pupils of expectations. Positive behaviour is recognised and celebrated, while consequences for poor behaviour are fair and clearly explained.

Our aim is to help every child **develop self-control, independence, and responsibility for their own behaviour** — while ensuring that classrooms remain safe and focused for all.

For more detail, please see our **Behaviour Policy**.

Risk Assessments and Safety Plans

We know that some pupils need behaviour support over and above what most children require, and that sometimes their additional needs may lead to risky behaviours. When this happens, we work together with staff to create a safety plan that is reviewed regularly with the teacher and all adults working closely with the child. Each plan is supported by a risk assessment, which includes clear de-escalation strategies to help keep everyone safe. The school also has a Positive Handling Policy, but physical intervention is only ever used as a last resort, when all other approaches have not been successful, and always in a way that respects the child's dignity and wellbeing.

9. Staff Training and Development

At Hollydale Primary School, we are committed to ensuring that all staff have the skills and knowledge to support children with SEND effectively.

- The **Inclusion Coordinator (IC)** provides training to both teachers and support staff on meeting the diverse needs of pupils with SEND.
- The school also uses **external training providers**, including the Southwark SEND Team, the Autism Support Team, and the National College, to ensure staff have access to specialist knowledge and best practice.
- When the Inclusion Coordinator attends specialist training or workshops, she **shares key learning and strategies** with all staff, so the knowledge gained benefits the whole school.
- Training covers a range of areas, such as supporting specific learning difficulties, behaviour strategies, communication and interaction needs, and inclusive teaching approaches.
- This ongoing professional development ensures that all staff are confident in providing high-quality teaching and support for every pupil.

10. Support from External Agencies

Service/Specialist	What they do
Speech and Language Therapist	Assesses children's speech, language, and communication needs. Delivers individual or group programmes and advises staff on helping pupils communicate and access learning confidently.
Southwark Autism Support Team	Provides advice and practical strategies for supporting pupils with autism in mainstream classrooms, helping to build routines and structures that promote independence.
Cherry Gardens Outreach Team	Supports pupils with complex learning needs, offering specialist resources and approaches to help them engage, progress, and take more control over their own learning.
Summer House Outreach Team	Offers guidance for pupils with emotional and behavioural needs, helping staff create calm, supportive environments that encourage self-regulation and independence.
Educational Psychologist	A specialist who assesses how a child learns, thinks, and manages emotions. They observe, speak with staff and parents, and recommend strategies to help the child progress and develop resilience.
Southwark SEND Consultant	Works with the Inclusion Coordinator to review SEND provision, advise on best practice, and help staff meet pupils' needs effectively.
CAMHS (Child and Adolescent Mental Health Services)	Offers mental health support for children experiencing emotional or behavioural challenges. We provide information and context to CAMHS professionals to help shape the right support plan.
Evelina Children's Health (Sunshine House)	Health professionals such as paediatricians and therapists assess and advise on medical or developmental needs. We share relevant school information to ensure a joined-up approach.

Parents and carers are **always kept informed** when external specialists are involved. They may be invited to meetings, receive written reports, and have opportunities to discuss recommendations with the Inclusion Coordinator.

11. Funding and Allocation of Resources

All schools are allocated a budget to provide for the educational needs of all children who attend the school.

Area	What it means in practice
Nominal SEND budget	Funding from the Local Authority is used to meet the additional needs of children with SEND, including extra staffing, curriculum adaptations, small-group or one-to-one teaching, and specialist assessments or advice.
EHCPs	The school finances the first £6,000 of any EHCP from the SEND budget. Additional funding in the EHCP is used for tailored support to meet the

	child's specific needs and achieve the objectives set in the plan.
Pupil Premium	Funding supports children entitled to Free School Meals or who are Looked After Children (LAC). Six-monthly PEP meetings review the support and funding needed for LAC pupils.
Use of Funding/ Allocation of Resources	- The Head Teacher deploys support staff to classes based on assessment data and individual needs. - The Inclusion Coordinator deploys Specialist Support Staff for additional SEND support.
External Agency/ Specialist Support	- In-house Speech and Language Therapist support is available for assessment and advice. - The Early Help Locality team provides access to an Educational Psychologist, Education Welfare Officer, Family Support Worker, Social Worker, and Autism Support Service. Referrals are made as needed.

12. Monitoring and Evaluation

We regularly review how well we are supporting pupils with SEND to make sure our provision is effective and helping every child move towards greater **independence and success**.

- **Annual review of policy** – This SEND Policy and Information Report is reviewed each year by the **Inclusion Coordinator** and updated whenever significant changes occur. It is then **approved by the Governing Board**.
- **Pupil Progress Meetings** – Teachers, the **Senior Leadership Team (SLT)** and the **Inclusion Coordinator** meet termly to review the progress of pupils with SEND. These meetings help us decide whether support and interventions are working and what adjustments are needed.
- **Termly review of Pupil Profiles** – Each pupil with SEND has a **Pupil Profile** which is updated every term. This includes reviewing progress towards targets and adapting provision to match the child's evolving needs.
- **Feedback from external professionals** – Specialists such as Speech and Language Therapists, Educational Psychologists and Autism Outreach staff regularly feed back to the Inclusion Coordinator so we can respond quickly to new advice or recommendations.
- **Governance and oversight** – SEND provision and outcomes are also monitored by the **SEND Governor**, who meets regularly with the Inclusion Coordinator to discuss impact and areas for development.

This cycle of **plan–do–review** ensures that support remains well targeted, up to date, and designed to help pupils develop the skills, confidence and resilience they need for future learning and life.

13. Inclusion and Equal Opportunities

At Hollydale Primary School, we are committed to **ensuring all pupils, including those with SEND, can take part fully in school life**.

Enrichment and Extra-Curricular Activities

- We offer a wide range of **extra-curricular clubs** available to all pupils. Current activities include:
 - **Creative:** Art, Choir
 - **Sporting:** Multi-skills, sports clubs
 - **IT and academic:** Minecraft, Mathletics, Science clubs
- **School trips and visits** are carefully planned with a risk assessment to ensure they are **safe and accessible for all pupils**. The Inclusion Coordinator supports teachers to make any adjustments required to meet individual needs.

- Every pupil participates in assemblies, music lessons, sports day, workshops, and special events such as the Valentines Disco, Easter Bonnet Parade, and Harvest Assembly. **No pupil is excluded because of SEND or disability.**

Accessibility of the School Building

- Hollydale is mainly a **two-storey Victorian building** with a two-storey annexe and single-storey adjacent buildings.
- There are **ramps into the main school and annexe**, but some areas, such as the second floors, are **not fully accessible for wheelchairs** due to the absence of lifts.
- Classroom layouts are **adapted to meet the needs of pupils with SEND or disabilities**, ensuring safe and supportive learning environments.
- There is a **toilet for people with disabilities** in the House Annexe, though accessible facilities are limited in other areas.

We continually review our facilities and practices to **remove barriers wherever possible** and ensure that all pupils can engage fully in learning and school life.

14. Links to Other Policies

This policy links to our policies on:

- Behaviour
- Supporting pupils with medical conditions
- Safeguarding Policy
- Teaching and Learning Policy
- Accessibility Plan

15. Roles, Responsibilities and Contact Information

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN) disability or medical issues?

Everyone at school works to make sure that our pupils are safe and happy, can learn well and are growing up to be the best they can be. Any of the staff named below can be contacted through the school office on: admin@hollydaleprimary.co.uk

The Inclusion Coordinator

The Inclusion Coordinator (**Lucy Clayton**)

Email address: lcayton13.210@lgflmail.org

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy;
- Advise on the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

The role of the governing body:

The governing body will:

- Appoint a SEND governor specifically to support and monitor SEND and disability provision at Hollydale.
- Evaluate and review the school's SEND policy as to its effectiveness in meeting the needs of SEND pupils;
- Carry out its duties in line with the most recent SEND Code of Practice.

The SEND Governor:

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head Teacher and Inclusion Co-ordinator to determine the strategic development of the SEND policy and provision in the school

The Head Teacher (Reema Reid):

The headteacher will:

- Work with the Inclusion Coordinator and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class teachers:

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the Inclusion Coordinator to review each pupil's progress and development and decide on any changes to provision;
- Ensuring that they follow this SEND policy.

Complaints About SEND Provision

Hollydale Primary School aims to resolve concerns about SEND provision collaboratively and at the earliest opportunity. We hope that parents and carers will not need to make a formal complaint, but we recognise the right of families to raise concerns if they feel that their child's needs are not being met.

Stage 1 – Class Teacher

- Parents/carers should first raise concerns with the child's class teacher.
- **If resolved:** No further action is required.
- **If not resolved:** Parents/carers should raise the concern with the Head Teacher.

Stage 2 – Head Teacher

- The Head Teacher will investigate the concern and respond to the parent/carers.
- **If resolved:** No further action is required.
- **If not resolved:** Parents/carers may submit a formal written complaint to the Head Teacher, or escalate to the Chair of Governors.
- The Chair of Governors will investigate and respond.
- **If resolved:** No further action is required.
- **If not resolved:** Move to Stage 3.

Stage 3 – Local Authority or Secretary of State

- Parents/carers may contact the Local Authority at 020 7525 0042 or complaints@southwark.gov.uk, or write to the Secretary of State for Education.
- Parents/carers of pupils with disabilities also have the right to make **disability discrimination claims** to the first-tier SEND Tribunal if they believe the school has discriminated against their child. Claims may relate to:
 - Exclusions
 - Provision of education and associated services
 - Failure to make reasonable adjustments, including the provision of auxiliary aids and services

16. Statutory Requirements Covered by this Policy

Requirement	Covered Under
Schools' approach to identifying SEND	4. Identifying SEND
Graduated approach (Assess, Plan, Do, Review)	5. Assess, Plan, Do, Review (APDR)
Arrangements for consulting parents and involving them	6. Co-Production with Parents and Pupils
How children are involved in their learning and planning	6. Co-Production with Parents and Pupils
Approach to teaching pupils with SEND (Quality First Teaching)	7. Quality First Teaching and Classroom Adaptations
Support from specialist staff and external agencies	9. Support from External Agencies
Staff training and professional development	8. Staff Training and Development
Resources and funding to support SEND	10. Funding and Allocation of Resources
Monitoring and evaluating effectiveness of provision	11. Monitoring and Evaluation
Inclusion and access to the whole curriculum	12. Inclusion and Equal Opportunities
Contact details for the SEND Coordinator	14. Contact Information
Links to other relevant policies	13. Links to Other Policies
Information about services and resources	15. Useful Resources and Links

17. Useful Links

1. **Southwark Local Offer**

A comprehensive guide to services available in Southwark for children and young people (0–25) with SEND, including health, education, social care, and activities.

[!\[\]\(341b5bdc31177a6c7da7dc713da0d169_img.jpg\) Visit the Southwark Local Offer](#)

2. **Southwark Information, Advice and Support (SIAS)**

Provides impartial, confidential advice and support about SEND to parents, carers, and young people, including assistance with Education, Health and Care (EHC) plans and dispute resolution.

[!\[\]\(65e8f8322c024ac6fcf86b65a793ebdd_img.jpg\) Visit the SIAS website](#)

 020 7525 3104 |  localoffer@southwark.gov.uk

3. **Southwark Independent Voice (SIV)**

A parent carer forum run by parent volunteers who have children with disabilities, working to ensure families are heard, supported, and empowered.

[!\[\]\(0df0bdc1e09cbc2587d9dd4511cb0c27_img.jpg\) Explore SIV's resources](#)

4. **Southwark Inclusive Learning Service (SILS)**

Provides support for students with SEND, including outreach services and resources to enhance inclusive education.

[!\[\]\(af26bfd2c3812732860041a1728b438b_img.jpg\) Visit the SILS website](#)

5. **Contact a Family – Southwark Branch**

Offers advice, information, and support to parents of disabled children, including drop-in services, workshops, and family events.

 [Visit Contact a Family](#)

📍 Cambridge House, 1 Addington Square, London SE5 0HF

📞 020 7358 7799 | ✉️ southwark.office@cafamily.org.uk

6. **KIDS London**

Supports children and young people (0–25) with disabilities and their families, providing advice, support, and practical services.

 [Visit KIDS London](#)

📍 7–9 Elliott's Place, London N1 8HX

📞 020 7359 3635

7. **KIDS London SEND Mediation Service**

Provides independent, voluntary mediation for parents and schools/local authorities to resolve SEND disagreements.

 [Learn about the mediation service](#)

📞 020 7359 3635

8. **Parents' Voices – Southwark Parent Carer Council**

A council run by parents of children with disabilities, ensuring families are heard and supported.

 [Visit Parents' Voices](#)

📞 020 7525 1106 / 07944 107019

9. **Scope**

Provides free, impartial information and support on issues affecting disabled people and their families.

 [Visit Scope](#)

📞 0808 800 3333 | ✉️ helpline@scope.org.uk

10. **Down's South London (DSL)**

Offers early intervention therapy for children (0–6) in South London to support physical, language, and emotional development.

 [Visit Down's South London](#)

✉️ gundy@dircon.co.uk | 📞 020 7701 9521

11. **Dyslexia – SPLD Trust**

Provides reliable information and guidance for parents, teachers, and professionals supporting children with dyslexia.

 [Visit SPLD Trust](#)

📞 01344 381564 | ✉️ info@thedyslexia-spldtrust.org.uk

12. **Dyslexia Action**

Offers assessments, tuition, and consultancy for children and adults with dyslexia.

 [Visit Dyslexia Action](#)

13. **Calibre Audio Library**

Provides audio books for children and adults with visual or reading difficulties, including dyslexia.

 [Visit Calibre Audio Library](#)

📞 01296 432339

14. **Dyspraxia/Development Coordination Disorder (DCD) – Dyspraxia Foundation**

Offers information, leaflets, and support for children and adults with dyspraxia.

 [Visit Dyspraxia Foundation](#)

 01462 454986

15. Hearing Impairment – National Deaf Children’s Society (NDCS)

Provides support and resources for deaf children and their families, including a helpline and membership.

 [Visit NDCS](#)

 0808 800 8880 |  helpline@ndcs.org.uk

16. Mental Health – Young Minds

Offers advice and support for parents and carers on children and young people’s mental health and wellbeing.

 [Visit Young Minds](#)

 Parent Helpline: 0808 802 5544

17. Speech and Language – I CAN

Provides advice, resources, and a call-back service with a speech and language therapist.

 [Visit I CAN](#)

 020 7843 2544 |  help@ican.org.uk

18. Visual Impairment – Royal London Society for the Blind (RLSB)

Supports blind and visually impaired children and young people to live independently and access learning.

 [Visit RLSB](#)

 01732 592500 |  enquiries@rlsb.org.uk