

SEND Information Report for the Local Offer, London Borough of Sutton

Name of School	St Cecilia's Catholic Primary School
Address	London Road, Sutton
Postcode	SM3 9DL
Name of contact person	Mrs F. Gallant, SENDCo
Telephone	020 8337 4566
Email	office@stcecilias.school
Website	www.stcecilias.school
Date	January 2020
Contact to discuss child needs Who will I contact to discuss the concerns or needs of my child?	<p>The Class Teacher is the first point of contact. They will be monitoring the progress of your child and liaising with other key members of staff if any interventions are needed.</p> <p>Our SENDCo is Mrs Gallant: fiona.gallant@stcecilias.school Our SEND Governor is Mrs Minka Dyszynska-Bonnage All of the above can also be contacted via our school email address office@stcecilias.school or call us on 020 8337 4566 and we will get back to you. Please contact us with any compliments, concerns or complaints about SEND, we are here to help.</p> <p>Application for admission of all pupils are managed by the school, co-ordinated by the child's local authority. If you would like to discuss an admission application for a child with SEND please contact Mrs Saunders in the school office. We admit children from many Local Authorities. The child's Local Authority will support parents of children with known specific needs when applying for a school place.</p>
The kinds of SEN provided for	<p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> ● Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties ● Cognition and learning, for example, dyslexia, dyspraxia, ● Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), ● Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties ● Moderate learning difficulties
Identifying pupils with SEN	<p>We will assess each pupil's current skills and levels of attainment 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:</p> <ul style="list-style-type: none"> ● 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 the attainment gap between the child and their peers ● Widens the attainment gap <p>This may include progress in areas other than attainment, for example, social needs.</p>

	<p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.</p> <p>When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p> <p>Please refer to our SEND Policy for more detail.</p>
<p>Assessing children How does the school know how well my child is doing?</p>	<p>We will follow the graduated approach and the four-part cycle of assess, plan, do, review.</p> <p>The class teacher will work with the SENDCo to analyse a pupil's needs. This will include:</p> <ul style="list-style-type: none"> ● The teacher's assessment and experience of the pupil ● Their previous progress and attainment and behaviour ● The individual's development in comparison to their peers and national data ● The views and experience of parents ● The pupil's own views ● Advice from external support services, if relevant <p>The assessment will be reviewed regularly.</p> <ul style="list-style-type: none"> ● Rates of progress are assessed more formally on a half termly basis and results recorded and analysed. ● This provides opportunities to track pupil progress and identify pupil progress against expected outcomes. ● For children with SEND, Individual Education Plans detail personalised learning goals and these are reviewed twice yearly (termly for children with EHCPs.) <p>All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p> <p>Please refer to our SEND policy</p>
<p>Informing parents and carers How will I be kept informed about how well my child is doing?</p>	<p>We work closely with parents on pupil progress and keep you informed through sharing your child's attainment data with you on a frequent basis and through regular meetings:</p> <ul style="list-style-type: none"> ● Through planned parent teacher meetings ● Through the assessment system of our Pupil Asset App ● Through progress communications from the School Leadership team. ● Through termly data reports. <p>Individual Education Plan reviews which are undertaken with parents, teachers and children, help parents to understand more about specific aspects of progress and Annual review meetings take place for children with EHCPs. Parents and Teachers can however meet at anytime in the year.</p>
<p>Updates on progress How regularly will I be updated on my child's progress?</p>	<ul style="list-style-type: none"> ● Termly data reports. ● Termly Parent Teacher meetings. ● We also share immediate assessment results with parents through our Pupil Asset app and celebrate the learning process through the Class Dojo app.
<p>If a child is not making progress Will I know if my child is not making progress and what will happen?</p>	<p>Our data reports clearly show if a child is not making progress towards expected targets. Where greater progress is required this will be highlighted on reports and discussed at parent teacher meetings. The SENDCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:</p> <ul style="list-style-type: none"> ● Different learning materials or special equipment ● Some teacher led group or individual support;

	<ul style="list-style-type: none"> • Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness. • Staff development and training to introduce more effective strategies. • Access to LEA support services for one-off or occasional advice on strategies or equipment. • This additional support will be documented on an Individual Education Plan (IEP) and school Provision Map. • After a minimum of 2 terms of reviews the school may seek external support for children continuing to experience significant difficulty. • In some cases this may result in an application for an Education Health and Care Plan Assessment.
<p>Curriculum What is the curriculum and how is it taught?</p>	<p>The school follows the National Curriculum. The curriculum offered to each pupil reflects the following characteristics:</p> <p>Access: The curriculum is planned to give every pupil the fullest possible access to the educational experiences available.</p> <p>Balance: Each curricular area is allocated sufficient time to make its own effective contribution to learning but not so much that it is detrimental to other essential areas. Each curricular area should be planned to create a balance of learning activities within it.</p> <p>Breadth: In the curriculum as a whole and in its parts, pupils are brought into contact with a wide range of learning experiences which will progressively develop attitudes, values, concepts, knowledge, skills and abilities.</p> <p>Coherence: The whole curriculum is coordinated so that the learning elements support and reinforce one another avoiding a sequence of fragmented and isolated experiences.</p> <p>Differentiation: Specific learning experiences in each curricular area are matched to the abilities and aptitudes of individual pupils.</p> <p>Progression and Continuity: Each curricular area is planned in order to ensure each pupil's development is a continuous and unified process within and across phases.</p> <p>Relevance: Each curricular area values pupils' own experience and, at the same time, takes account of their prospective needs and expectations, in preparation for the opportunities, responsibilities and experiences of adult life</p> <p>A curriculum satisfying the characteristics above will help to ensure that all pupils have equality of opportunity for realising their full potential, an important defining quality of an effective curriculum.</p>
<p>Adapting for child needs How will the curriculum be adapted to meet the needs of my child?</p>	<p>Our SENDCo has over a decade of experience in this role and has also worked as a class teacher in the school. She attends termly specialist training with the Local Authority and has considerable expertise in screening and interventions. She works part time, 3 days a week as SENDCo. We have a number of Teaching Assistants (TAs) and Learning Support Assistants (LSAs) who support individuals and groups of children with SEND. They are trained to provide learning support through in house training in specialist interventions and external training by specialist teachers and providers, see "Who we work with" below.</p> <ul style="list-style-type: none"> • Children with very specific individual needs are identified early. The differentiation of the curriculum is planned to match their individual needs thus ensuring equal access for all pupils. • Teachers are skilled at making adaptations to the curriculum to meet the needs of all children. Children are grouped so that learning opportunities are maximised for all children. • Each lesson is usually followed by tasks that are differentiated three ways to

	<p>meet the needs of average, lower and higher attainers. For some tasks differentiation is by outcome.</p> <ul style="list-style-type: none"> • Planning of class lessons will take account of the range of needs in a class and of individual pupil needs. • For a small percentage of children, access to the curriculum may involve the teacher using the curriculum for a lower year group. • Additional adults may be used in class to support groups with targeted areas of their learning. • Groups of children or individuals may be supported outside the classroom with individual targets. <p>For children with specific learning needs and physical disability we can provide reasonable adjustments to our provision to enable the children to have equal access to the curriculum, learning environment and school experiences with a goal of enabling full participation. We will work ahead of time with parents and children to ensure access to the wider curriculum developing an individual plan where necessary.</p>
<p>Teacher flexibility on child needs How flexible can teachers be in meeting the needs of my child?</p>	<p>Teachers are responsible and accountable for the progress and development of all the pupils in their class.</p> <p>High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.</p> <p>Teachers will be supported to understand the learning needs of children in their class by the SEND and Leadership teams. Teachers can then show greater flexibility in the design of the curriculum for the class, ensuring that teaching and learning styles are appropriate to meet the needs of the children in the class.</p> <ul style="list-style-type: none"> • Planning of class lessons will take account of the range of needs in a class and of individual pupil needs. • For a small percentage of children, access to the curriculum may involve the teacher using the curriculum for a lower year group.
<p>Additional support Is there any additional support available to help my child reach his/her expected outcomes?</p>	<p>Teachers are responsible for appropriate differentiation and tracking the progress of individual pupils so that all can experience success in learning. This includes ensuring that any additional support is being carried out: this is clearly articulated in the teachers' planning and individual learning plans (IEPs).</p> <ul style="list-style-type: none"> • Additional adults may be used in class to support groups with targeted areas of their learning. • Groups of children or individuals may be supported outside the classroom with individual targets and interventions. <p>The SENDCo will coordinate additional support and review its impact for the child or group's learning and/or emotional well-being.</p>
<p>Learning strategies Are there any special features or strategies to help children learn?</p>	<p>All preparation, planning and assessment of learning and teaching takes into account the requirements of children's SEND with reasonable adjustment made in areas such as differentiation of resourcing or learning styles. For example:</p> <ul style="list-style-type: none"> • Picture enhanced communication methods such as visual timetables for those with language difficulties or anxiety issues. • Mini plenaries within lessons to support children with memory difficulties. • Practical tasks for kinesthetic learners. • Chunking of information into manageable parts for children with attention or learning difficulties. • Learning breaks for children who need alerting or re-focussing for the rest of the task or the next lesson. EG. Use of the sensory room or playground gym equipment. • Rest breaks for children who fatigue easily due to a medical condition.

	<p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> ● Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. ● Adapting our resources and staffing ● Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. ● Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
<p>Meeting child needs How do I know my child's particular need will be met?</p>	<ul style="list-style-type: none"> ● The achievement of SEND pupils is monitored and this data is used to raise standards and ensure inclusive teaching. ● The school will liaise with relevant agencies to support progress. ● Through Continuing Professional Development we are extending the training of both teaching and support staff in topics which include: awareness of disability; managing difficult behaviour; equality; supporting individuals within the curriculum, and dealing with specific health issues (living with cancer, epilepsy, diabetes etc.). ● We evaluate the effectiveness of interventions and relative effectiveness with parents and outside agencies where relevant. ● We share outcomes both positive and less successful with parents/carers and have open discussions on how the school can meet the ongoing SEND of a child.
<p>Access to exams What arrangements are available for pupils to access tests and assessments?</p>	<p>Access arrangements are based primarily on normal classroom practice for children with particular needs.</p> <ul style="list-style-type: none"> ● Additional time may be appropriate for children who use additional time as part of normal classroom practice ● A child with severe attention problems may be supported by a prompter. The use of a prompter must be normal classroom practice. Verbal prompting may be used where this is in line with the support the child normally receives in class. ● The use of a reader must be normal classroom practice. ● The use of a scribe: a scribe is a writing assistant who writes out answers dictated by the child. ● The use of a word processor or a transcript where this is usual classroom practice. ● Tests can also be administered in smaller groups following administration guidelines. ● Rest breaks can also be used ● For children with visual impairments, larger texts can be provided. <p>Below is a summary of statutory tests administered in infants and juniors with some information about access arrangements.</p> <p>Year 1 Phonics Screener All children in Year 1 take the phonics screening check. However, it is possible to withdraw children from the phonics screening check if the Headteacher feels it is appropriate to do so.</p> <p>Key Stage 1 SATS In Year 2 teachers must administer a task or test in reading, writing and mathematics for each child, except those judged to be working below level 1. The tasks and tests are designed so that many children with SEND or disabilities can undertake them in their standard format. However, teachers may need to use access arrangements to adapt the administrative arrangements for the tasks and tests for some children so that they can demonstrate their achievement.</p> <p>Key Stage 2 SATS A small number of children may need additional arrangements so they can take part in the key stage 2 tests. The Headteacher and teachers will consider access arrangements before they administer the tests.</p>

<p>Additional support or time for exams How will I know if my child qualifies for additional support or time to access tests?</p>	<p>Schools need to complete an application to administer additional time to these children. Children who have an EHCP automatically qualify for additional time, Year 6 teaching staff and the SENDCo can advise parents and will contact them well before the start of the SATs tests. We will contact parents in advance of the tests, usually in the Spring term if we consider that additional support or time is required.</p>
<p>Comfort, safety and socialising How does the school help my child to feel comfortable and safe and manage social situations?</p>	<p>St Cecilia's seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, in line with the Catholic Ethos and Mission of the school. We share the responsibility of ensuring that all children have the opportunity to feel safe and enjoy their time at school. We recognise that for some children school life can be a stressful and anxious time especially the unstructured times of the day like lunchtimes. Some of the activities that we have to support the development of social and emotional skills are listed in the next section.</p>
<p>Developing social & emotional skills How does the school help develop my child's social and emotional skills?</p>	<p>The school aims to ensure that all children who need to develop in any way, including developing their social and emotional skills, have ample opportunities to do this whilst with us. The way in which we achieve this will look very different for each individual. As a Catholic School we offer a supportive relationship between learning support and the child to enable deeper reflection around the child's social and emotional needs to ensure that the child feels adequately supported. We have provided some examples below of how children can be helped to develop socially and emotionally.</p> <p>Playground Friends or "Red Hats" Junior children can also become "Red Hats", they are also known as 'Playground Friends'. Their duties involve getting out play equipment at lunchtimes for the infant playground and initiating games and play in an inclusive way. If someone is at the Friendship Stop it is their job to go and find someone to play with them.</p> <p>Green Hats Green Hats can be allocated to a specific child or group of children over the lunchtime period. They help facilitate play and friendships under the supervision of our mid-day team.</p> <p>Board games There is a board games session once a week at lunchtimes which children can go to as an alternative to the busy playground.</p> <p>Groups to develop Social skills and/enhance self-esteem/emotional regulation/anxiety Several social skills groups run on a needs basis throughout the school:</p> <p>Key stage 1: Little Friends Group, Time to Talk.</p> <p>Key Stage 2: Socially Speaking, Friendship Formula, Zones of Regulation, Learning to Become Socially Talented, Why Do I Worry so Much?</p> <p>Access to specialist support We also link with CAMHs and specialist services at Cognus to support emotional and mental health. We also have a Pastoral Support Assistant who can meet with children to discuss emotional and behavioural issues.</p> <p>Drawing and Talking Several staff have been trained in using this technique with children who may benefit from opportunities to explore their thoughts and feelings.</p> <p>After school clubs We offer clubs for a wide range of interests. These can provide opportunities to enhance social skills and self-esteem. Please check our website for up to date information.</p>

	<p>Home/School liaison: Homework/Communication book. For a small minority of children keeping channels of communication open on a regular basis is required to provide joint home/ school support for a child with social and emotional needs.</p>
<p>Early Help Support in the Community (Tier 2)</p>	<p>At St. Cecilia's we provide the following support:</p> <ul style="list-style-type: none"> • A Pastoral Support Assistant who can meet with children on a one to one basis for emotional, social and behavioural support. • The School also has access to advice from the schools community nursing service around health issues. • We have parent workshops to support families with issues around parenting. <p>If your child is identified as needing additional support we will always contact you in the first instance and enable you to refer to outside agencies, if necessary.</p>
<p>Bullying What is the school's policy on bullying?</p>	<p>The school has Behaviour & Anti-Bullying policies which set out our expectations and the way in which we promote and manage behaviour. Our aim is to promote and encourage a positive attitude to self-discipline in all our pupils. With the Gospel message of Christ at our centre, we enable our community to reflect positively on the virtues necessary to live a life in the image of Christ.</p> <p>Bullying in any form is not tolerated within the school. The procedures set out in the 'Anti Bullying' guidelines accompanying the Behaviour and Anti Bullying Policy are implemented whenever bullying is reported.</p> <p>We use Google's Internet Legends to help us address online safety and cyber-bullying and these are addressed at an age-appropriate level across the school, through class learning and activity and in key stage assemblies.</p> <p>Staff are present during playtime and lunchtime to supervise children during unstructured times.</p>
<p>Disability support What facilities are in the school to assist children with disabilities move around the building and take part in lessons?</p>	<ul style="list-style-type: none"> • Physical access to and within the premises has been modified for children and parents with disabilities. All areas of the school can be accessed by wheelchair users. • The school building is on one level. There are 2 ramped areas. One allowing access to the outside foundation areas and the other providing access to and from the school hall. • There are 2 exits from all classrooms however for 7 classrooms one exit is via stairs. Reasonable adjustment will be made to ensure the school environment is as accessible as possible. • We promote the inclusion of children in clubs both in and out of school. • Pupils with disabilities are offered especially planned opportunities to meet their needs, for example during Y6 residential trip to Marchants Hill. • Individual risk assessments will be made as appropriate to facilitate positive inclusion.
<p>Accessing lessons How do I know my child will be able to access all lessons?</p>	<p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> • Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, use of ICT • Adapting our resources and staffing • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. • Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud,

Who we work with
Who does the school work with?

Below is a list of agencies the school works with. Referrals to these agencies are made by the school with one exception. A referral to Occupational Therapy can only be made by your GP or the School Nurse. Each agency will have its own triggers or criteria for accepting referrals.

If the appropriate course of action is a referral to a particular agency parents will need to give written consent before the school proceeds. The referrals are considered by a panel of professionals at each agency who then inform the school of their decision. This information will then be passed on to parents either by the school or directly to the parents.

Access to the services below can be limited (e.g. from the Education Psychology Service,) and the school will need to prioritise on a needs basis. Referrals are made in consultation with parents, the class teacher and / or SENDCo and Headteacher.

From Cognus - the company appointed by the London Borough of Sutton to provide education services in the Borough (

- Educational Psychology Service
- Learning Support Service
- Sensory Impairment Service
- Speech Language Communication Service
- Autism Service
- Special Educational Needs Team

To contact Cognus:

Phone 020 8770 4552. Lines are open from 9am to 5pm and a voice recording service is available to take messages at any other time.

Email – You can email enquiries@cognus.org.uk. They endeavour to answer all email enquiries within 1 working day

You may write to them at: 24 Denmark Road, Carshalton, SM5 2JG

and from other providers:

- Children's Health Services (including Occupational Therapy and Speech and Language Therapy for Under 5s)
The Royal Marsden Community Services
Floor 2, Carew House
Railway Approach
Wallington, SM6 0DX
Tel: 0208 661 3902
Email: rmh-tr.rmcsreferral@nhs.net
Fax: 0208 661 3910
- Child and Adolescent Mental Health Service
Jubilee Health Centre
East Building 2
Ground Floor 6
Stanley Park Road
Surrey, SM6 0EX
Telephone: 020 3513 3800
Fax: 020 3513 4454
Email: ssg-tr.suttoncamhs@nhs.net
- Social Care
Sutton Multi-Agency Safeguarding Hub
Sutton Civic Offices
St Nicholas Way
Sutton, SM1 1EA
Mobile: 07736 338962
Tel: 020 8770 6001

<p>Working with other agencies How does the school work with other agencies?</p>	<p>When an external agency becomes involved with a child at our school there will be an initial consultation meeting with the relevant members of our staff. In some instances the first consultation meeting will include parents.</p> <p>After the consultation meeting some of the agencies will visit children in school either to carry out an assessment, advise us on target setting, recommend resources or to review outcomes of targets set.</p> <p>Other agencies will see children in their own clinic based environments and report back to parents and the school in writing. Any recommendations made will be on an Individual Education Plan and these are reviewed with parents in February and July.</p>
<p>Informing parents and carers How will I be informed?</p>	<p>Parents/carers are always given the opportunity to meet with any professionals coming into school to work with their children. This could be at the beginning stages during the consultation process, during the intervention or towards the end to review the outcomes. Each agency will work in different ways and the school SENDCo can answer any of your questions during the referral process.</p>
<p>Helping your child settle with confidence How will the school help my child settle with confidence and manage change as they move between schools and year groups?</p>	<p>Pre-school to Nursery: Transition meetings are arranged by pre-school providers between pre-school settings and Nursery for children with additional needs. The Nursery staff can make transition books with photographs of the Foundation setting as well as key staff for children to take home and look at during the summer break.</p> <p>Part time to full time: The transition from Nursery to Reception also involves beginning school full time. It is a Statutory requirement for children to be in full time education the term before they are five years old. For some children a more flexible approach to starting full time education may be beneficial and can be discussed.</p> <p>Move between year groups: A transition book will be made for children who require one with details and labelled photos of the new teacher/teaching assistant, the classroom, where I go to the toilet, where I have playtimes and my lunch along with any other information we feel may support the child in their transition. This book can be taken home so that children can refer to it over the summer holidays.</p> <p>Move between key stages: The move from KS1 to KS2: The transition book will include any information about changes to daily routines, homework or additional responsibilities or opportunities available when children move on to the juniors. Children with SEND will have more opportunities to familiarise themselves with these changes before we break up for the summer.</p> <p>Transition from KS2 to secondary school: In the Summer term transition groups run 1-2 times per week. Teachers make recommendations to parents about which children would benefit. In addition to this some high schools offer extra transition days for children with SEND. The school will keep parents informed of these dates.</p> <p>Alternative Provision A small percentage of children may make a transition before Y6 to a specialist educational setting. This transition is managed in partnership with parents and their child, our school and the receiving school. It will include visits to and from the new school. Parent Partnership can provide assistance to families during this time.</p>
<p>Extended School Day What additional facilities do you offer?e.g. Breakfast club; After school</p>	<p>We have a Breakfast Club from 7.30 until the start of the school day and after school club from the end of the school day until 6pm. Both clubs are managed by the Governing Body and are run by school staff. For more information please see our website under "Info for Parents."</p>

clubs; walking train to after school care	
Policies	<p>We recognise and accept our equality duties as set out in the Equality Act 2010. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning. We therefore cannot achieve equality for all by treating everyone the same. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities. (From our Equality Policy)</p> <p>Web Links –</p> <p>Our policy page is the best way to access links on our website, as individual documents can be changed and the link broken: http://www.stcecilias.school/page/?title=School+Policies&pid=15</p> <p>Anti Bullying Policy http://www.stcecilias.school/attachments/download.asp?file=179&type=pdf</p> <p>Behaviour Policy http://www.stcecilias.school/attachments/download.asp?file=180&type=pdf</p> <p>Equality, Diversity and Accessibility Policy http://www.stcecilias.school/attachments/download.asp?file=184&type=pdf</p> <p>SEND Policy http://www.stcecilias.school/attachments/download.asp?file=195&type=pdf</p> <p>Cognus https://cognus.org.uk/our-services/accessing-education/</p> <p>Online Safety with Google https://beinternetlegends.withgoogle.com/en_uk</p> <p>Sutton Children's Health Services https://www.schs.nhs.uk/service-children-young-people-and-families/childrens-therapy-services</p> <p>The Local Offer, London Borough of Sutton: https://www.sutton.gov.uk/info/200611/suttons_local_offer</p> <p>Other Support Services for parents found in Suttons Local Offer:</p> <p>SIASS-Sutton Independent Advice and Support Service</p> <p>IPSEA- Independent Provider of Educational Advice</p> <p>SPCF- Sutton Parent Carers Forum</p> <p>Sutton Carers Centre</p>