

SEN Policy & Information Report

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website on our policies page. You can also ask for a printed copy from any member of our office team.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Below is a list of the examples of need that Twickenham Primary Academy can support. However, it is not exhaustive and we always welcome a conversation with any parent to find out whether we can meet their child's needs.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Any other recognised mental health need, for example anxiety or emotional-based school avoidance.
Sensory and/or physical	Hearing impairments

	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Miss Rebecca Johnson.

She has several years' experience in this role and has worked as the Assistant Head Teacher for Inclusion at Twickenham Primary Academy. She is a qualified teacher.

Miss Rebecca has her NASENCo qualification.

Our head, Miss Erin and our other Assistant Principal, Miss Kizzie, also hold the NASENCo qualification. We work as a team to ensure that the needs of all our learners are met.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. This includes training on Autism, ADHD and sensory needs. We have also had training on Attention strategies and the use of the Zones of Regulation.

Teaching assistants (TAs)

We have a team of TAs, including some higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Miss Yasmine and Miss Chan are currently undertaking the ELSA training and support groups and individuals who require additional support with their emotional literacy.

Our EYFS TAs have training in ELKLAN (speech and language support); Attention Autism and phonics interventions.

In the last academic year, TAs have been trained to support a variety of needs.

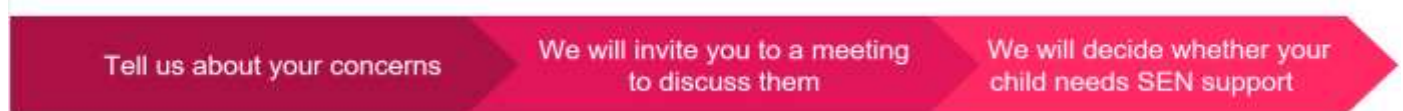
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Mental Health Support Team
- Educational psychologists
- Occupational therapists
- Emotional Health Service

- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisation

3. What should I do if I think my child has SEN?



<p>If you think your child might have SEN, the first person you should tell is your child's teacher.</p> <p>Arrange a meeting by writing a note in the child's diary or catching the teacher at the end of the day. You could also contact the office to arrange a meeting.</p> <p>They will pass the message on to Miss Rebecca who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly: r.johnson@twickenhamprimaryacademy.org</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.</p>
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4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include finding learning more difficult than their peers or finding playtimes or transitions more difficult.

If the teacher notices that a pupil is falling behind or finding something more challenging, they try to find out if the pupil has any gaps in their learning. If they can find a gap in learning, the child will be given intervention support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues

with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

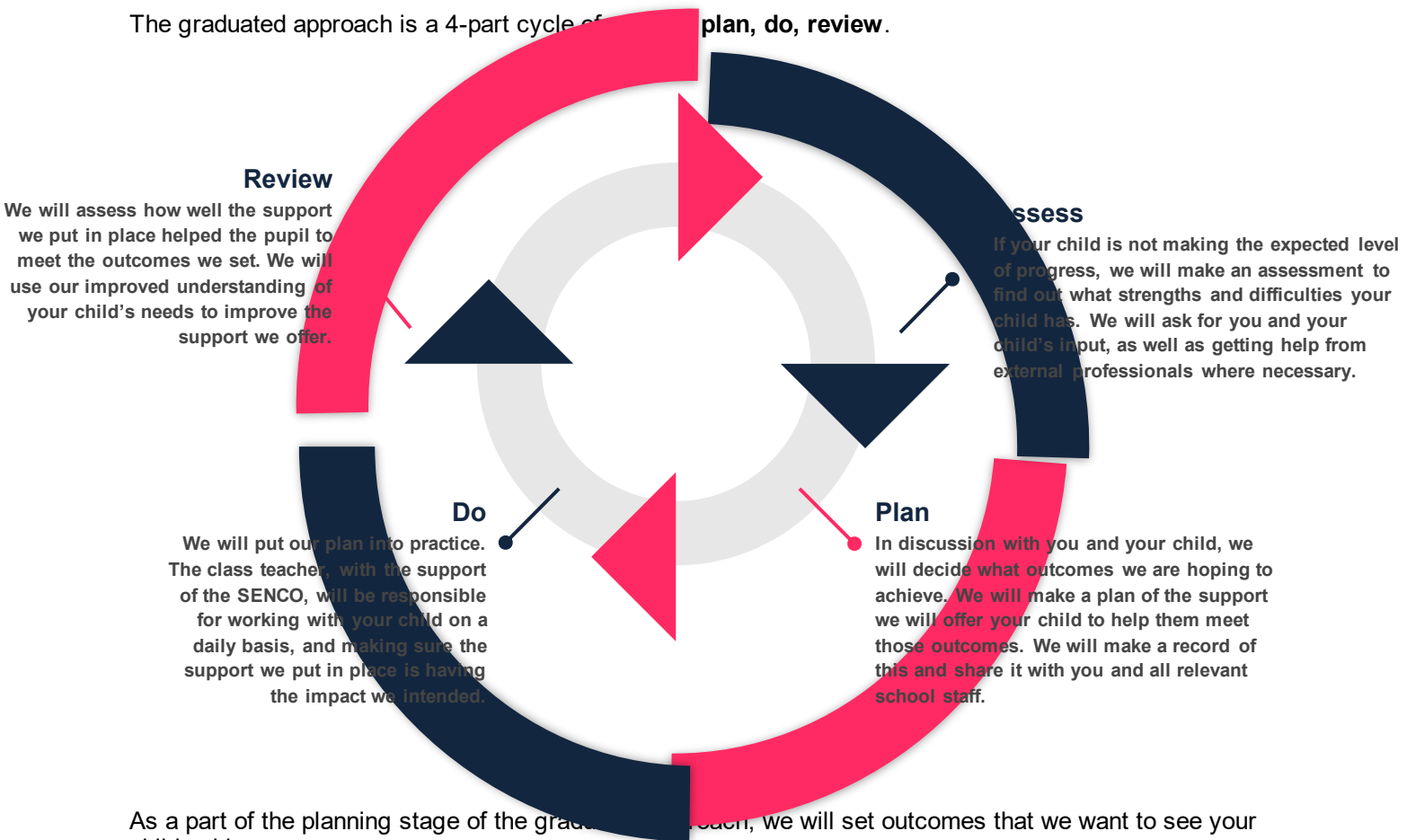
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

This information will be communicated to you in an IEP (an Individual Education Plan). You will be invited into school each term to discuss your child's IEP and their progress towards their personalised, short-term targets. Our IEPs are updated each term (3x per year); always in partnership with parents and teachers.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress – two shorter reports in autumn and spring with a longer, more detailed report in the summer term. If your child is on our SEND register you will also receive an IEP (Individual Education Plan) detailing short term targets for your child. These are also linked to the specific support that your child will receive at Twickenham Primary Academy.

Your child's class/form teacher will meet you each term to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher – this can be done by writing a note in your child's reading diary or contacting the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

We may also provide the following interventions; this list is not exhaustive and we are always looking for new ways to ensure that every learner meets their full potential.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	<ul style="list-style-type: none"> ○ Visual timetables ○ Social stories ○ Clear instructional language ○ Organised learning environment ○ Visual resources ○ Clear routines and boundaries ○ Communication passports ○ Outreach support – Autism Advisory Service ○ TEACCH workstations ○ Sensory resources ○ Quiet learning areas ○ Attention Autism ○ Educational psychology advice

	Speech and language difficulties	<ul style="list-style-type: none"> ○ Speech and language therapy service ○ Visual prompts ○ Reducing complexity of language ○ Additional processing time ○ Colourful semantics ○ Lego Therapy ○ Pre-teaching ○ Makaton ○ Black Sheep Press Resources
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<ul style="list-style-type: none"> ○ Writing slope ○ Online programmes, e.g., Nessy, Purple Mash ○ Little Wandle phonics catch-up scheme (including SEN) ○ Small group curriculum interventions (teacher or TA led) ○ Concrete and visual resources ○ Chunking information to reduce cognitive overload. ○ Additional processing time ○ Pre-teaching ○ Access technology, e.g., Chrome books and iPads
	Moderate learning difficulties	<ul style="list-style-type: none"> ○ Little Wandle phonics catch-up scheme (including SEN) ○ Small group curriculum interventions (teacher or TA led) ○ Concrete and visual resources ○ Chunking information to reduce cognitive overload. ○ Additional processing time ○ Pre-teaching ○ Consolidation post learning ○ Sensory driven activities

	Severe learning difficulties	<ul style="list-style-type: none"> ○ Little Wandle phonics catch-up scheme (including SEN) ○ Small group curriculum interventions (teacher or TA led) ○ Concrete and visual resources ○ Chunking information to reduce cognitive overload. ○ Additional processing time ○ Pre-teaching ○ Consolidation post learning ○ Sensory driven activities ○ Adapted environment- see accessibility plan
Social, emotional and mental health	ADHD, ADD	<ul style="list-style-type: none"> ○ TEACCH workstations ○ Position in classroom- sensory reduced environment ○ Sensory diet ○ Occupational therapy advice ○ Quiet learning areas ○ Executive functioning support, e.g., task planners ○ Extra time in assessments (if applicable) ○ Educational psychology advice
	Adverse childhood experiences and/or mental health issues	<ul style="list-style-type: none"> ○ Nurture-style groups ○ Emotional Literacy (ELSA) ○ Emotional Health Service (CAMHS) ○ Mental Health Support Team (MHST)
Sensory and/or physical	Hearing impairment	<ul style="list-style-type: none"> ○ Classroom acoustics ○ Position in classroom ○ Visual aids ○ Cues – eye contact before speaking. ○ Access technology ○ Quiet learning areas
	Visual impairment	<ul style="list-style-type: none"> ○ Limiting classroom displays ○ Position in classroom ○ Suitable lighting ○ See accessibility plan. ○ Access technology ○ Quiet learning areas

	Multi-sensory impairment	<ul style="list-style-type: none"> ○ Position in classroom ○ Teacher movement around room is limited whilst talking. ○ Pace of teaching adjusted. ○ See accessibility plan. ○ Access technology ○ Quiet learning areas
	Physical impairment	<ul style="list-style-type: none"> ○ See accessibility plan. ○ School nurse ○ Wheelchair access ○ Disabled toilets

These interventions are detailed on the Ordinarily Available Provision document for Achieving for Children <https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/education/ordinarily-available>

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term through our IEP process
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Woodrow High House in year 4 and PGL Marchant's Hill in year 6.

All pupils are encouraged to take part in special events including sports day, workshops and all other events that make primary school an exciting place to be.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

When the school is oversubscribed, in accordance with legal requirements, children who have an Education, Health & Care (EHC) Plan in which the school is named in Section I must always be admitted providing the setting is appropriate to meet the child's needs.

Oversubscription Criteria

The oversubscription criteria below will be followed in descending order of priority. The Trust will seek specialist advice with regard to the updated LAC, PLAC and IAPLAC criteria adopted by other Local Authorities listed below.

a. Children who are "looked after"³ (LAC) by a Local Authority (LA) within the meaning of Section 22(1) of the Children Act 1989 at the time of their application, and all "previously looked after" children⁴ (PLAC) including those who appear to this Admissions Authority to have been in state care outside England (IAPLAC)⁵ and ceased to be in state care having been adopted. Evidence of the previously looked after status and/or the adoption will be requested.

b. Places will then be offered to children who have a sibling living at the same address who is attending Twickenham Primary Academy at the time of admission, including an adopted, foster, half- or step- brother or sister, living at the same address and attending the same school at the time of admission.

c. The remaining places will be offered to children whose home is nearest to the school onwards, as measured by a straight line to the main school gate. All distances will be measured using the Richmond upon Thames School Admissions computerised Geographical Information System.

Please see our Admissions policy for further details.

13. How does the school support pupils with disabilities?

Twickenham Primary Academy is committed to providing an environment that enables full curriculum access and includes pupils regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support, and awareness within the school.

Preventing disabled pupils from being treated less favourably than other pupils involves a multi-faceted approach within a school. At TPA, we take the below steps to ensure equal treatment:

- Inclusive Curriculum: our inclusive and diverse curriculum accommodates various learning needs and styles. As part of our quality first teaching, we provide materials in accessible formats, such as digital resources.
- Accessible facilities: disabled pupils, including those with mobility challenges, can access the school's physical facilities, including classrooms, toilets and communal areas.
- Anti-Discrimination policies: our policies explicitly state the school's commitment to treating all students equally, regardless of disability.
- Staff training: our staff team are trained in disability awareness and inclusive teaching practices. This helps us create a more supportive and adaptive environment.
- IEPs: our teachers develop individualised education plans for disabled students, outlining specific goals and provision.
- Reasonable adjustments: the ordinarily available provision document is used to inform reasonable adjustments required to meet the needs of disabled pupils. This may include assistive technology, or additional time for assessments.
- Bullying prevention: our anti-bullying policy ensures disabled pupils are protected from discrimination.
- Parent/carer involvement: open communication with parents/carers of disabled pupils allows us to address concerns and engage in joint decision making regarding the child's education.
- Monitoring and Review: regular review and assessment of the effectiveness of inclusion policies and practices means that necessary adjustments can be made as needed.
- Complaint mechanism: having a clear mechanism for disabled pupils or their families to report discrimination or concerns ensures that complaints are addressed promptly and fairly.
- Legal compliance: we are compliant with relevant laws and regulations, such as the Equality Act 2010.

The school has the following special facilities:

- wheelchair access;
- elevator (can only be accessed if the pupil is accompanied by two adults);
- ramps to outside doors to allow for wheelchair access;
- disabled toilets with hand rails;
- all mainstream classrooms have a carpeted area
- blinds and curtains in classrooms to reduce glare (important for lip-reading);
- rubber soled tables and chairs, high frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils;
- quiet areas for 1:1 and small group provision;
- individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

Parents/carers can find the school's accessibility plan on the website. This covers how we:

- Increase the extent to which disabled pupils can participate in the curriculum.

- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities, and services we provide.
- Improve the availability of accessible information to disabled pupils

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any of our after-school clubs.
- We provide extra pastoral support for listening to the views of pupils with SEN through all of our pupil voice checks during the year.
- We provide additional sessions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having a clear anti-bullying policy (please see our website) and through empowering all children to speak out against bullying.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

Between years

To help pupils with SEND be prepared for a new school year we will:

- Pass information on to the new class teacher in advance and in most cases, a planning meeting will take place to decide strategies to support transition.
- All children moving year group have the opportunity to visit their new classes for a morning and spend time with their new class teacher on 'moving up' day. This enables them to feel prepared and secure for the next phase of their education.
- Class teachers are given dedicated time to discuss 'handover' and there are opportunities for parents of children with SEND to meet new teachers beforehand.
- All children with an EHCP receive an annual review, which the current class teacher and new class teacher attend.
- Children with an EHCP in Year 5 have an early annual review in the summer term and a transition plan is given to the LA. This transition plan details parental choice for secondary school and outlines the support and provision that is in place for the pupil. This will help to ensure a smooth transition into secondary education and help the child and family to feel involved and prepared for secondary school application.
- Use individual transition social stories and send these home with parent/carers to read during the summer holiday period as part of the transition preparation.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. With your consent, we will:

- Contact the new school's SENCo and share information about special arrangements and support that have been made to help your child achieve their learning goals.
- Ensure that all records are passed on to the new school as soon as possible.
- Liaise with the receiving school via phone calls, emails, and meetings if necessary.
- All pupils entering the school at another point will have a meeting with the Principal and SENCO prior to starting in order to prepare for school entry.

Between phases (Year 6 to Year 7)

Pupils will be prepared for the transition by:

- The SENCO will attend the Primary Transition Meeting to discuss the specific needs of your child with the SENCO of their secondary school. Parents are kept updated and informed throughout the process.
- Your child will have focused learning tasks about aspects of transition to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Practising with a secondary school timetable.
- Learning key organisational skills.

16. What support is in place for looked-after and previously looked-after children with SEN?

Designated teacher for looked-after children (LAC): Miss Rebecca Johnson

Contact details: r.johnson@twickenhamprimaryacademy.org.uk

Miss Rebecca, our SENCO, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the headteacher (Miss Erin) in the first instance. They will then be referred to the school's complaints policy. The complaints policy can be seen on our school website.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Disagreement resolution and mediation services:

KIDS London SEN Mediation Service

7-9 Elliot's Place

London

N1 8HX

Telephone: [020 7359 3635](tel:02073593635)

Email Address: enquiries.london@kids.org.uk

Website: <http://www.kids.org.uk/mediation>

Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS)

The Croft Centre

Windham Road

Twickenham

TW9 2HP

Telephone: [Freephone number: 08081645527](tel:08081645527)

Email Address: info@RKsendiass.co.uk

Website: <https://www.rksendiass.co.uk/>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Richmond and Kingston local offer. Information about the local offer can be found on their website:

https://kr.afcinfo.org.uk/local_offer

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.rksendiass.co.uk/>

Local charities that offer information and support to families of children with SEND are:

Achieving for Children (AfC) – Richmond and Kingston children’s services Richmond Council on 020 8891 1411

Single Point of Access (SPA) is your first port of call to all Children’s Services in Richmond & Kingston including enquiries about CAMHS

Tel: 020 8547 5008

Out of hours Tel: 020 8770 5000

SkyLarks is an independent Richmond Upon Thames based charity that helps children and young people with additional needs and their families, in Richmond and surrounding areas. They provide access to therapies, courses and information for whole families. They can also offer free legal advice on SEN and educational matters.

Website: <https://www.skylarks.charity>

Tel: 07946 646033

Email: info@skylarks.charity

Crossway Centre, 306 Richmond Road, East Twickenham TW1 2PD

National Autistic Society (NAS) Richmond Branch. A friendly parent-led group aiming to support families in the borough living with autism spectrum disorders

Tel: 07810 505982

Email: richmond@nas.org.uk

Richmond Aid (RAID) Disability, Action and Advice Centre (DAAC) Free service

Website: <http://www.richmondaid.org.uk>

Reception: 020 8831 6080

Advice Line: 020 8831 6070 Advice, support and information on disability & benefits

Email: advice@richmondaid.org.uk

General enquiries email: info@richmondaid.org.uk

4 Waldegrave Road, Teddington, TW11 8HT

RUILS (Richmond Users Independent Living Scheme) Family Matters Service is offered to the parents of children and/or young people who have additional needs living in Richmond. A support worker aims to help by listening to parents’ worries and experiences in a non-judgmental way.

Website: <https://www.ruils.co.uk>

KIDS SENDIASS Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years).

Website: <https://www.kids.org.uk/richmond-and-kingston-sendiass>

Email: RichmondKingston@kids.org.uk

Richmond Office: 20 Windham Road, Richmond, TW9 2HP

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Policy Review Information

Key Review Dates	By whom	Changes made
May 2020	John Smith	
Next review due: May 2021		
October 2022	Erin Moscardini	
September 2023	Erin Moscardini Grace Burke	Checked and re-written against The Key Model SEND report.
September 2024	Erin Moscardini	New SENCo name added. MHST added.
September 2025	Rebecca Johnson	