

ST RICHARD'S CE
PRIMARY SCHOOL



SEND INFORMATION REPORT
2025-2026

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Introduction

St Richard's is a mainstream Church of England primary school and nursery serving children from ages 3-11. The school is maintained by the London Borough of Richmond upon Thames. All Richmond maintained schools work in a similar way to meet the needs of pupils with special educational needs and disabilities (SEND) to ensure they make the best possible progress. Information about how the Local Authority supports children with SEND in its maintained schools can be found in the SEND local offer at:

Local Offer website: https://www.afcinfo.org.uk/local_offer

Email address for enquiries and feedback: sendlocaloffer@achievingforchildren.org.uk

Phone number for enquiries: 020 8547 4722

This SEND information report sets out in detail that way in which we at St Richard's support children with special educational needs and disabilities in our school. It has been reviewed and approved by a focus group comprising parents, teachers, Pastoral Lead and the SENCO.

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

The Special Educational Needs Code of Practice 2014 states that a child has SEN if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age or
- b) Have a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for others of the same age in a mainstream school.

Special educational needs are broadly defined by the following four areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

WHAT KIND OF PROVISION FOR CHILDREN WITH SEND IS MADE AT ST RICHARD'S SCHOOL?

At St Richard's we believe that all children are entitled to an education that enables them to achieve their best. We are committed to inclusion and work to ensure pupils:

- have a broad and balanced curriculum that is differentiated to meet their needs
- have equal access to resources, provision and interventions as needed
- can learn and make progress according to their individual needs

Special education provision is that which is additional to or different from the provision made generally to other children of the same age. This means that the provision goes beyond the usual differentiated approaches that are provided as part of the high quality, personalised teaching that all children receive. It may be provided from within the school or involve a range of specialist services.

At St Richard's we have experience of making provision for many frequently occurring special educational needs including speech and language needs, learning difficulties, behaviour difficulties, autism, ADHD, dyslexia, sensory impairment, physical disability and emotional needs. Where other kinds of difficulties present with which we are less familiar we are able to access specialist training and advice so that these kinds of needs can be met.

WHO CAN I TALK TO ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING, SEN OR DISABILITY?

At St Richard's, we pride ourselves on open, honest and positive relationships with parents. If you are concerned about your child's progress talk to us.

- In the first instance speak to your child's class teacher.
- If you require further information or support make an appointment to meet with the one of the school SENCOs. Julie Singleton is Inclusion Manager/SENCO for the EYFS, Key Stage One and Key Stage Two. She can be contacted at jsingleton@srsa.richmond.sch.uk
- You may also contact the head teacher, Sian Murphy either by making an appointment through the office or sending an email to smurphy@srsa.richmond.sch.uk
- If you still remain concerned you may choose to contact the SEND Governor, Mrs Helen Zandbergs who has responsibility for ensuring that the necessary support is provided for any child with SEND attending the school.

WHAT WILL THE SCHOOL DO IF THEY HAVE CONCERNS ABOUT MY CHILD'S PROGRESS?

We track children's progress and attainment very closely and quickly identify if children are not making the expected progress.

If we are concerned about your child in any area of the curriculum we will invite you to meet with us and listen to any concerns you may have too. We will then work together to plan any additional support your child may need.

In line with the SEND Code of Practice 2014 we operate a graduated response to possible special educational needs following the "assess-plan-do-review" model. Essentially this means that we plan and provide additional support for your child which is reviewed on a very regular basis. We aim to involve you at every stage of this process.

If we feel your child may benefit from the support of outside professionals we will ask for your permission to make a referral.

WHAT DIFFERENT TYPES OF SUPPORT ARE AVAILABLE FOR MY CHILD AT ST RICHARD'S?

WAVE 1 INTERVENTION - CLASS TEACHER INPUT

Class teachers offer excellent personalised classroom teaching known as Quality First Teaching. All teachers are teachers of SEND. Your child's class teacher will oversee, plan and work with each child with SEND in their class. In doing so they will:

- have the highest possible expectations for your child's progress
- look to remove barriers to your child's learning by making adaptations to the learning environment and curriculum
- individualise teaching according to what your child already knows, understands and can do
- employ specific strategies which may include visual or practical support
- use additional adults effectively to support pupils' learning

WAVE 2 INTERVENTION – TARGETED SUPPORT FOR INDIVIDUALS OR SMALL GROUPS

Intervention groups can take place either inside the classroom in a small group or on a 1:1 basis. Alternatively, children can be withdrawn from class for this kind of input. It can be led by a teacher or more often a trained teaching assistant. This type of support is available

for any child who has specific gaps in their understanding of a subject/area of learning. This might include:

- Letters and Sounds Intervention for phonics
- Maths and English boosters
- On Track Maths
- On Track English
- Precision Teaching
- Nurture group
- Resilience group
- Social skills group
- School Start Language groups
- Fine motor skill development
- Colourful Semantics
- Shape Coding
- Time to Talk
- Fresh Start Literacy
- Auditory Processing groups
- Nesy Reading and Spelling Programme
- Nesy Hairy Reading (Phonics)
- Nesy Number Sense
- Nesy Fingers Touch Typing Programme

The impact of these interventions is continually monitored against the progress made by children over the course of the input.

In addition to these interventions, we also make many adjustments which support children to access the curriculum and remain settled and regulated in school. These can include offering children a key adult to check in with, providing a 'sensory circuit to meet their sensory needs, and also offering a range of strategies to help children manage their feelings.

WAVE 3 INTERVENTION – SPECIALIST SUPPORT FOR THOSE WITH SEND

This kind of provision is available for pupils who have been identified by the class teacher or SENCO as having very significant needs requiring extra specialist support in school. We may seek advice from professionals outside the school such as educational psychologists, advisory teachers or speech and language therapists.

If your child requires this level of intervention they will be placed on the SEND register at SEN Support level and will be very closely monitored by the school SENCO as well as their class teacher. When the school identifies the need for this sustained and specialist additional support to enable your child to make expected progress we will invite you to meet with us to draw up a personalised SEND Support Plan. This plan will set out each term the outcomes and targets identified for your child and the additional support they will receive.

HOW DOES THE SCHOOL COMMUNICATE AND CONSULT WITH ME AND MY CHILD ABOUT THEIR SPECIAL EDUCATIONAL PROVISION?

If your child is receiving additional SEND support we will invite you to a review meeting at least three times a year where we will:

- Discuss the effectiveness of the support
- Review your child's progress towards the agreed outcomes
- Agree new targets for your child to work towards

Your child will be invited to these meetings so that they can contribute to the conversations and are fully involved in agreeing the desired outcomes/targets. These review meetings will usually coincide with teacher/parent learning conversations. Children will also be asked to share their views on the progress they are making and the support they receive in school.

As part of our commitment to person centred provision, children with an EHCP will be fully involved in their annual or progress review meeting. They will be encouraged to give their views in preparation for the meeting and will be asked to comment on what has gone well for them, what they may need more help with and what they feel their next steps should be. Younger children or those with little language will have the opportunity to contribute their views through the use of pictures or symbols. All children will be offered the opportunity to attend their own annual review and share a PowerPoint, highlighting their achievements and progress.

WHAT IS AN EDUCATION, HEALTH AND CARE PLAN AND WHO CAN REQUEST ONE?

As of 1st September 2014 Education, Health and Care Plans (EHCP) have replaced statements of special educational needs.

If your child has been identified as needing a particularly high level of individual support which cannot be provided from the school's allocated SEND budget then we or you may ask the local authority to make a statutory assessment of your child's education, health and

care needs. The local authority will gather evidence from a wide range of professionals and from you. They will decide whether to write an EHCP for your child. This process takes 20 weeks from the point of submission.

An EHCP outlines the specialist provision that is required to help your child make progress and to secure positive outcomes for them across health, education and social care. An EHCP may be drawn up where a child has long term needs arising from a major difficulty or disability.

An EHCP will include

- A full description of your child's special educational needs and or disability
- Your child's views and the views of your family
- The outcomes identified for your child
- The provision required that will ensure your child achieves their outcomes and also the way in which education, health and social agencies will work together towards the achievement of these outcomes.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR CAN BE ACCESSED BY ST RICHARDS?

Mrs Singleton holds the national award for SEND co-ordination and is a qualified Level 5 SpLD teacher. At St Richard's we have an excellent relationship with all external agencies and we regularly draw upon specialist advice from other professionals. Both our educational psychologist and speech and language therapist are in school on a weekly basis to work with teachers, parents and pupils. We work closely with the Mental Health Schools Team (MHST) and have access to the services of a MHST educational wellbeing practitioner who supports children with emotional needs and their families. We also work with The Riverbank Trust, a local charity that helps single parents and their children. From September 2025 we have a Family Support Worker who supports families facing a wide range of issues and is based in school for one full day each week. Other agencies and support we can access through referral include:

- NHS Occupational Therapy service (OT)
- Physiotherapy services
- NHS Speech and Language Therapy service
- Sensory impairment advisory teacher
- Child and Adolescent Mental Health services (CAMHS)

- School nurse
- Early Help Practitioners
- Early years consultants
- ASD advice from specialist provisions in the borough
- Community Paediatric service
- Education, Inclusion and Support Service (EISS)
- Educational Psychology Service
- AfC Resilience Network

HOW WILL THE SCHOOL MEASURE THE PROGRESS OF MY CHILD?

FOR ALL CHILDREN

- Your child’s progress in all subjects and areas of learning is continually assessed by their class teacher.
- The progress of children in nursery and reception is assessed against the age bands outlined in the Framework for the Early Years Foundation Stage. At the end of reception teachers make judgements as to whether children have achieved the expected level of development in that area. In some cases children will exceed the expected level and in others they will still be “emerging” or working towards the expected level.
- From year 1 to year 6 children are assessed each term in reading, writing and maths. Assessment is made as to whether children are working towards, at expected or exceeding national curriculum expectations. The school’s assessment tracking system allows teachers to track small steps of progress towards these expectations.
- At the end of year 1 children’s phonic knowledge and early reading skills are assessed using the national Year 1 phonics screening check
- In year 4 children are tested nationally on their knowledge of times tables.
- At the end of key stage two (year 6) children are formally assessed using national standard assessment tests known as SATS. As of 2024, teacher assessment is used to provide a judgement as to attainment at the end of key stage one.

FOR CHILDREN AT SEN SUPPORT OR WITH AN EHCP

- All children at SEN Support and those with an EHCP will have a SEND Support Plan setting out short term targets which are reviewed termly. In addition, their progress

is monitored by the class teacher, SENCO and members of the senior leadership team via the school assessment system and pupil progress tracking meetings.

- The progress of children who are supported through an EHCP is assessed in the same way as outlined above. In addition their progress towards the longer term outcomes and objectives outlined in their EHCP is monitored at formal annual review involving all the professionals involved with the child.
- If your child is receiving additional intervention we may use other assessments which help us to measure even more closely the progress they make when they are receiving the intervention.

HOW DOES THE SCHOOL EVALUATE THE EFFECTIVENESS OF ITS SEN PROVISION?

Children are assessed carefully at the beginning and end of all interventions using appropriate screening tools. For some interventions this may involve obtaining a reading, spelling or maths age for the pupil before and after intervention. In this way the rate of progress can be ascertained and the effectiveness of the support evaluated. For other interventions an audit of skills may be conducted at the start and end of the intervention as a way judging progress. Alternatively, observation based assessments and checklists may be used to evaluate progress of a particular intervention such as a nurture group or friendship group.

All children at SEN Support and those who have an EHCP will have short term targets set relating to each intervention they are accessing. These will be set out in their SEND Support Plan. At the end of each term a judgement is made as to whether the child has achieved the target set for each intervention. This process helps the school to make judgements about the effectiveness of particular interventions and programmes. The SENCO is responsible for monitoring the information gathered from assessments and evaluating effectiveness of SEND provision at St Richard's.

WHO ARE THE OTHER PEOPLE AT THE SCHOOL WHO PROVIDE SUPPORT TO MY CHILD AND FAMILY?

Alex Rice is our Home School Liaison Officer and is the first point of contact for issues relating to families. She is in school three days a week and can be contacted by email on arice@srsa.richmond.sch.uk or by telephone on 020 8940 7911. We also have our own Family Support Worker, Cacherel Jules who is based in school one day each week. She is able to work with families facing a wide range of issues including helping with matters relating to housing or benefits, putting routines and behaviour strategies in place and signposting to other useful services.

In addition, we are fortunate to have other skilled members of staff to support children with their social, emotional and mental health needs. Bea Purdue is a qualified Emotional Learning Support Assistant (ELSA) and provides 1:1 intervention to children every afternoon. Louise Mercer is our Wellbeing Support Assistant who works with identified children across the school every morning to help them feel settled and regulated.

If your child is under five you can find additional early years support at the Ham Children's Centre, on Ashburnham Road. We work closely with the Children's Centre particularly around transition into our nursery and Acorns playgroup. You can pop in or call the Children's Centre on 020 8734 3400 to find out more about their services.

HOW ARE TEACHERS TRAINED TO WORK WITH PUPILS WITH SEND AND WHAT SUPPORT DO THEY HAVE?

At St Richard's we are committed to continuous professional development for all our staff. We regularly invest resources in training staff to improve teaching and learning of all pupils including those with SEND. In particular we provide the following:-

- The SENCO supports the class teacher in planning for children with SEND and provides support and advice about individual children's needs.
- The SENCO and Senior SENCO Assistants for KS1 and KS2 support teaching assistants in delivery of intervention teaching and child centred approaches.
- We hold weekly staff meetings and regular INSET days where staff can be updated on issues relating to special educational needs and disability.
- We draw on outside agencies to provide specialist training to the whole staff and staff teams on areas such as quality first teaching, speech and language provision, specific medical needs, autism, ADHD, behaviour support, sensory impairment and many other needs.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Our speech and language therapist and educational psychologist provide training and coaching to staff to help them improve their practice and provision for children with SEND.

HOW WILL THE CURRICULUM AND THE ENVIRONMENT BE ADAPTED TO IMPROVE OUTCOMES FOR MY CHILD WITH SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are accessible and appropriate scaffolding is provided. This allows children to participate in the learning and achieve success.
- Trained support staff can implement the teacher’s differentiated planning to support the needs of your child where necessary or to work with them in small groups or individually.
- We work hard to timetable interventions so that they do not disrupt classroom learning and so that children do not miss out on subjects that they especially enjoy and/or excel in.
- Specific resources and strategies will be used to support your child individually and in groups, for example the use of visual support or a social story
- Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs and increase your child’s access to the curriculum
- Reasonable adjustments are put in place to support the needs of individual children. Examples might include offering sensory breaks, using technology to support learning or putting an individual behaviour plan in place for a child.
- We continually review our environment to ensure that it is adapted to meet the needs of all pupils. A quiet room has been created for children who need to take time out from class and, where needed, teachers create quiet workstations for children who find it hard to focus in a whole class situation. In addition we have a new wellbeing room where children can receive support for their emotional needs in a safe and contained space.

WHAT KIND OF SUPPORT IS AVAILABLE FOR MY CHILD’S EMOTIONAL AND SOCIAL DEVELOPMENT?

We are aware that some children with SEND experience emotional and social difficulties. We aim to support these children by:

- Offering them 1:1 sessions with our Emotional Literacy Support Assistant (ELSA)
- Offering them 1:1 support with our Wellbeing Support Assistant
- Inviting them to attend nurture groups with small groups of peers.
- Inviting them to attend “Sunshine Club” a safe and supervised lunchtime club.
- Allowing time out in our sensory room and wellbeing room for children who experience anxiety

- Allocating additional adult support at key points in the day, for example at drop off time and playtime
- Offering them the opportunity to access support from our educational wellbeing practitioner.
- Offering them the opportunity to access Drawing and Talking therapy sessions.
- Building friendship groups around their needs.
- Small groups can be led by our educational psychologist (EP) including a resilience group or a Circle of Friends group. Our EP can also offer 1:1 mentoring in some cases.
- Our MHST Education Wellbeing Practitioner can offer whole class or small group intervention to support children with resilience and transitions.
- We can refer to the Riverbank Trust for support for children and their parent
- All staff have an understanding that some children may 'mask' feelings and anxieties in school and provide careful support to these children.
- We are an 'attachment friendly' school and we hold a recognised wellbeing award.

In addition, we work closely with our educational psychologist who is able to provide advice and strategies to class teachers and parents or work directly with children to address their needs. Where necessary we work closely with other agencies across the boroughs such as CAMHS and the Education Inclusion Support Service (EISS) to ensure that all children experience full inclusion.

HOW IS ST RICHARD'S SCHOOL ACCESSIBLE FOR CHILDREN WITH SEND?

We have an accessibility plan and make every effort to make reasonable adjustments where possible. The school is single story and is accessible to wheelchair users. Recent adaptations include installing automatic doors to the main playground, widened doorways to some classes and improved level access to the outdoor play space in our key stage one corridor. In addition we have a disabled toilet and changing facilities in the playground, main school and swimming pool.

Every effort is made to ensure that school trips and events such as sports days and performances are fully inclusive and accessible for all pupils including those with SEND.

The school carefully considers the needs of pupils with SEND who are required to sit end of key stage tests. Where appropriate we apply for permission to use access arrangements which may include requesting additional time, rest breaks or use of a scribe.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM?

We are an inclusive school and we expect every child to be able to participate in all aspects of the curriculum including activities outside the classroom. We consider the needs of all children when planning our curriculum and make reasonable adjustments to our plans to ensure full inclusion.

PE lessons are adapted to meet the needs of pupils with mobility or emotional and behavioural difficulties. Activities for sports day are carefully thought through to allow all pupils to participate and enjoy the occasion.

At St Richard's there is a focus on learning outside the classroom. Children in our younger classes experience outdoor learning in our Lime Tree Garden and have the opportunity to participate in frequent trips in the community and further afield. We carefully consider accessibility when planning such trips and consult with parents to ensure all children can access them.

Where there are concerns about safety and access further consideration is put in place to ensure that the needs of individual children are met. We will involve parents/carers in these discussions.

Support staff have regular training in first aid and there is always a first aider on school trips.

After school provision and clubs are accessible to all children including those with SEND. The school makes applications for additional funding for children to be supported where appropriate.

HOW WILL THE SCHOOL SUPPORT MY CHILD WHEN THEY ARE MOVING TO A NEW CLASS OR SCHOOL?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

TRANSITION INTO THE EYFS

- The SENCO works very closely with Early Years staff so that we are aware of children entering the school with additional needs. We work closely with families to facilitate a smooth transition into school. Our practice of conducting home visits ensures that we are aware of children's needs before they begin school. We carry out observations and visits to nurseries where we are aware that children entering St Richard's have special educational needs. We also invite children in for taster sessions before they start. This enables us to plan effectively for their provision.

IF YOUR CHILD IS MOVING FORM OR TO ANOTHER SCHOOL:

- We will contact the new school's SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- When children join St Richard's from another school, we meet with parents prior to the start date. This enables us to gather information that will help children settle as quickly as possible. We also ensure that there is a handover from the previous school and that any SEND reports and documentation are safely transferred to us.
- Where possible, we ensure that children have the opportunity to visit their new school or come to St Richard's for settling in visits.
- Staggered starts are put in place if this is judged to support a smooth transition for the child.
- Where children who may have English as an Additional Language (EAL) join St Richard's either from another school or from overseas families are invited to meet with the SENCO /EAL Co-ordinator prior to them starting school. This enables us to gather a clear picture of the child's previous educational experiences and language proficiency so that support can be organised if appropriate.

WHEN MOVING CLASSES IN SCHOOL:

- Transitions between classes are very carefully planned for children with SEND. Teachers begin getting to know their new classes throughout the second half of the summer term so that children feel comfortable. Thorough handover meetings are held in July and information and paperwork is passed on to the next teacher.
- For children who find change particularly difficult additional strategies can be put in place such as social stories, one page profiles and communication passports.

TRANSITION TO SECONDARY SCHOOL:

- If your child has an EHCP transfer options will be discussed at their year 5 annual review. Parents are strongly advised to visit secondary schools before making a choice. Receiving secondary school staff are invited to annual reviews for children in year 6.
- The year 6 teacher and SENCO will pay particular attention to preparing children for transition to secondary school, addressing both the learning and well-being concerns that may arise.
- Your child will usually be invited to visit their new school on several occasions and in some cases staff from the new school will visit your child at St Richard's.
- A personal passport or one page profile will be prepared which includes information about your child for their new school.

- All documentation and reports relating to your child will be handed over securely and confidentially to the receiving school.

HOW DOES THE GOVERNING BODY INVOLVE OTHER AGENCIES INCLUDING HEALTH, SOCIAL SERVICES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS IN MEETING THE NEEDS OF PUPILS WITH SEND AND THEIR FAMILIES?

At St Richard's we engage with a wide range of outside agencies in meeting the needs of children with SEND and their families. We are able to access speech and language support for our children with EHCPs from NHS therapists. We are also able to access occupational therapy advice for some children through a consultation clinic with Richmond occupational therapy services. In addition, we regularly make a range of other health referrals through our attached school nurse and health visitors to involve professionals such as community paediatricians and dieticians.

Where we are concerned about a child's wellbeing or if there are safeguarding issues, we make referrals to the Single Point of Access (SPA) requesting the involvement of relevant professionals. The school routinely works alongside professionals from social services to support families of children with SEND.

Where there are concerns about a child's development or social and emotional issues, we are able request the involvement of the Richmond Child and Adolescent Mental Health Services (CAMHS) for support and onward referral.

The school is always open to working with voluntary bodies, such as Young Carers to support children. In addition, we signpost parents to local organisations who can provide independent support and advice relating the SEN and disability. Links to these organisations can be found at the end of this document.

WHAT ARE THE ARRANGEMENTS FOR HANDLING COMPLAINTS ABOUT SEND?

We sincerely hope that we will be able to work successfully with you to meet your child's additional needs. However, if after consulting with your child's class teacher, the SENCO and head teacher you are not satisfied you may wish to follow the complaints procedure which can be found on the school's website.

WHERE CAN I FIND FURTHER INFORMATION ABOUT HOW MY CHILD WILL BE SUPPORTED IN SCHOOL AND OUTSIDE OF SCHOOL?

We can provide you with further details about the support services available to you and your child beyond the school. If you would like further information do contact Mrs Singleton, school SENCO. In addition, the following organisations can provide support.

Richmond and Kingston SEND Local Offer - a website containing information about services and support for children and young people with special educational needs or disabilities, and their families, in Kingston and Richmond.

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

If you do not live in Kingston or Richmond, your home local authority will have a local offer on their website.

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

Based at The Croft Centre and at The Moor Lane Centre, provides free, impartial, confidential advice and support on SEN related issues to parents/carers and young people from the age of 16 -25.

They can be contacted at: The Croft Centre, Windham Road, Twickenham TW9 2HP and at The Moor Lane Centre, Moor Lane, Chessington KT9 2AA on 0808 163 5527

email info@RKsendiass.co.uk

website rksendiass.co.uk

Special Educational Needs and Disability Register

You may wish to join the local authority's SEND register in order to receive information about support, services, activities and events.

<https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/social-care/special-educational-needs-and-disability-register>

Richmond Parent Carer Forum and Kingston Parent Carer Forum (PCF)

These two local organisations of parents and carers work to ensure that the voices of parents, children and young people are heard in the planning and implementation of SEND services in Richmond and Kingston. Contact Kingston PCF:

Phone: 07930 212743

Email: kingstonpcf@gmail.com

Website: <https://kingstonpcf.co.uk/>

Facebook: www.facebook.com/RBKSENDPCF/Contact Richmond PCF:

Email: Information@richmondpcf.org.uk

Website: www.richmondpcf.org.uk

Facebook: www.facebook.com/richmondpcf/

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