



Special Educational Needs & Disability (SEND) Policy

This policy was last reviewed: October 2025

This policy will be reviewed again: October 2026

This policy will be reviewed by: Quality of Education
Committee

Statutory policy?: Yes



Special Educational Needs & Disability (SEND) Policy

1. Introduction

This is a very comprehensive policy that covers all aspects of our Special Educational Needs and Disability provision for staff. We appreciate that this policy may be a little daunting for some parents embarking on considering how the school intends to meet their children's needs. For more easily accessible information please look at our SEND information report. As a school we are also very happy to talk to parents directly about their own child and how we will support them.

2. Vision

St Richard's is proud to be an inclusive and nurturing church school where we have high expectations for all pupils. We aim to provide an education that inspires our children to achieve without limits and to reach their full potential. We actively support all children to develop their different talents and strengths so that they can progress and flourish. At St Richard's children learn within of a positive and authentic Christian ethos surrounded by love, honesty and compassion.

3. Aims

Our Special Educational Needs and Disability (SEND) Policy aims to

- Set out how our school will support and make provision for pupils with special educational needs and/or disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

4. Legislation and Guidance

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49

- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies:

- St Richard's SEND Information Report, Accessibility Plan, Equalities Policy, Safeguarding policy, Supporting Pupils with Medical Conditions guidance, Behaviour Policy and Assessment Policy.

This policy was developed with staff, parents/carers, representatives from the governing body and parents of children with special educational needs and will be reviewed annually.

5. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

6. Special educational needs at St Richard's CE Primary School

We believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At St Richard's we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, speech and language needs, autism, ADHD, learning difficulties, sensory processing needs and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. We are committed to promoting positive

physical, mental health and emotional wellbeing for all pupils, families, members of staff and governors, so that all have the resilience to manage 'normal' stresses of life.

The school also currently meets the needs of pupils with an Education, Health and Care Plan (EHCP) with the following kinds of special educational need: autism, social and emotional difficulties, speech, language and communication needs, hearing impairment and learning difficulty. Decisions on the admission of pupils with an EHCP are made by the Local Authority in consultation with the school.

The admission arrangements for pupils without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

7. Approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

Curriculum

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework and Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, precision teaching, mentoring, small group teaching and use of ICT software learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school.

Medical

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance for supporting pupils at school with medical conditions.

Most of our school support staff are trained to administer basic first aid to children. For those that may need more specialised medical care, training is sought from the school nurse or community nursing team. With written permission the school is able to administer prescribed medication.

Behaviour

St Richard's has a clear behaviour policy which supports positive behaviour for all pupils. Where necessary, an individual child may require more personalised support and in these cases an individual behaviour plan is put in place in consultation with parents. The school has a number of staff members dedicated to providing wellbeing and emotional support to both children and families. This includes a Pupil and Family Wellbeing Support Worker, a qualified Emotional Literacy Support Assistant (ELSA) and a Wellbeing Support Teaching Assistant. Nurture support is provided to pupils with social and emotional needs and children may also access a weekly nurture group, where specific needs are identified.

Attendance

Attendance is monitored closely and the school works closely with the Educational Welfare Service to improve attendance where necessary.

8. Adapting the curriculum and learning environment for pupils with SEND

***'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'* (Code of Practice 6.11)**

At St Richard's CE Primary School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs and/or disability. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

Adaptation and modification of teaching resources, presentation and the environment are developed to meet the needs of the individual child. It is the duty of the school to ensure

that activities are appropriate for pupils with SEND and that we make reasonable adjustments to activities to make them safe and accessible for all children.

9. Use of additional resources to support pupils with SEND

The school receives delegated funding for SEND pupils which is known as 'notional SEN funding'. This funding is used to support and enhance high quality teaching in the school. The SENCO works in close collaboration with the headteacher and school business manager to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is evidence based and matched to needs of individual pupils with SEND. The class teacher remains responsible for working with the pupil on a daily basis.

The amount of support required for each pupil to make good progress will be different in each case. In a small number of cases a very high level of resource is required which cannot be met from the school's notional SEND resources. In this case the school will request 'top up' from the Local Authority in the form of an Education, Health and Care Plan (EHCP).

The Headteacher has the final say in the use of the personal budget relating to an EHCP within the school.

10. Roles and responsibilities

The SENCO

The school's Inclusion Manager and SENCO is Julie Singleton who is a qualified teacher and has been accredited by the National Award for SEND Co-ordination. In addition she is a qualified level 5 SpLD teacher. Julie Singleton is available on 020 890 7911 or by email at jsingleton@srsa.richmond.sch.uk.

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher will:

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

Class Teachers

Each class teacher is responsible for:

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

11. Identification of special educational needs

Monitoring of Progress

At St Richard's class teachers supported by the senior leadership team monitor the progress of all pupils regularly. We also use a range of assessments with all the pupils at various points during the year for example, baselining in the EYFS, reading and spelling screening, phonic phases tracking, and termly assessments in reading, writing and maths.

These observations and assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterized by progress which:

- 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

Slow progress and low attainment do not necessarily mean that a child has SEND and does not automatically lead to a pupil being recorded as having SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. All those who work with the children are alert to emerging difficulties and respond early. In particular, parents know their children best and all professionals listen and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Response to Identification of SEND

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. Additional support is often put in place, even if a special educational need has not been identified. This extra support offered to a child at this stage is intended to accelerate progress so that the gap in attainment between the child and their peers can be closed or reduced.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND Support Plan and reviewed regularly. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. Where it is decided that a pupil does have SEND, the decision is recorded on the school's SEND Register and the pupil's parents are informed that special educational provision is being made.

If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

12. Provision for special educational needs and/or disability

When reviewing and managing special educational provision there are four broad areas of need:

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

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Once a child is put on the SEND register discussions with parents and teachers will take place and a set of outcomes will be agreed. The school will then draw up a SEND Support Plan for the child. This will detail any reasonable adjustments which need to be in place and any additional intervention which the child will be offered.

At St Richard's we implement different types of support to meet the needs of pupils and there are three 'waves' of provision offered to children requiring additional support.

Wave One

Wave One provision consists of inclusive quality first teaching for all pupils in the classroom. This will include the provision of differentiated work. Some children at this level may be on our monitoring or additional needs list as we carefully track and review their progress.

Wave Two

If concerns continue then children may receive additional, time limited, targeted interventions which aim to accelerate their progress to help them work at age-related expectations. These interventions may involve small group work or one to one teaching.

Wave Three

Where a child continues to make less than expected progress, despite support, they will receive highly personalised interventions. These interventions will often be delivered on a one to one basis and with increased frequency. Children receiving Wave Three provision will always be placed on our SEND Register.

13. Review of special educational needs provision

At St Richard's CE Primary School, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. We track children's progress and attainment very closely and quickly identify if children are not making the expected progress.

In line with the SEND Code of Practice 2014 we operate a graduated response to meeting the needs of pupils with SEND following a four part cycle known as Assess-Plan-Do-Review.

Assess:

The class teacher and SENCO carry out a clear analysis of the pupil's needs drawing on the teacher's assessment and experience of the pupil, their previous progress, attainment and behaviour in comparison to their peers. The views and experiences of parents and the pupil's own views are sought and, if relevant, advice from external support services. This assessment is reviewed regularly at the end of each cycle.

Plan:

The teacher and SENCO agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Parents should be fully aware of the planned support and parents will be encouraged to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil are made aware of their needs, the interventions and any strategies or approaches that are required. The provision agreed will be recorded on the child's SEND Support Plan.

Do:

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class led by support staff, they should still retain responsibility for the pupil. They should work closely with the support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further

assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review:

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed at the end of each term. This information is fed directly back into the analysis of the pupil's strengths and needs. Outcomes, targets and provision are revised in consultation with the parent and the child in preparation for the next cycle of support.

Involving Specialists:

Where a pupil continues to make less than expected progress, despite targeted interventions the school may, with parental consent, refer the child to specialists including to those outside of the school. The professionals we routinely consult with are:

- Educational Psychologist
- Speech and Language Therapist
- Specialist Teachers for Sensory Support
- Specialist Teachers for Behaviour Support
- Specialist Teachers for Autism
- Early Years Advisory Teachers
- School Nurse
- Community Paediatrician
- Occupational Therapist (where referral accepted)
- Child and Adolescent Health Services (CAMHS)
- Emotional Health Services at CAMHS
- Early Help Practitioners

14. Education, Health and Care Plans (EHCP)

Where, despite our actions to support a child with SEND their progress remains a significant concern, the school, in consultation with parents and other professionals, may request an Education, Health and Care (EHC) needs assessment from the local authority.

If the local authority agrees to conduct an EHC needs assessment it will include the parents in the assessment process from the start and invite them to contribute their views and information. During the assessment the local authority will gather advice from relevant professionals about the child's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet their identified needs and achieve the desired outcomes.

An EHC needs assessment will not always lead to an Education, Health and Care Plan (EHCP). The information gathered during the assessment may indicate ways in which the school can meet the child's needs without an EHCP.

The purpose of an Education, Health and Care Plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, to prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child
- Provide a full description of the child's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes

In considering whether an EHC needs assessment is necessary, the local authority will consider whether there is evidence that, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress.

The local authority must decide whether or not to proceed with an EHC needs assessment and must inform the child's parent of their decision within a maximum of six weeks from receiving a request for an EHC needs assessment. The maximum time for the EHC needs assessment and EHCP to be completed is 20 weeks.

15. Evaluating the effectiveness of the provision made for pupils with SEND with or without an EHCP

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and teaching staff will be taken into account. At the end of a cycle of provision the school will usually make detailed assessments which will reveal the amount and rate of progress a child has made. The assessment information and advice from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- Similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

Progress can also be observed and evaluated in other areas of development and learning. This might include where children demonstrate improvements in their behaviour, self-help or social skills or where they demonstrate improved functional skills, for example in their ability to use cutlery or hold and control their pencil.

For pupils with an EHCP there will be an annual review of the provision made for the child, where progress and the effectiveness of the provision will be discussed.

16. Staff training to meet the needs of pupils with SEND

All teachers and teaching assistants are updated regularly on the requirements of the SEN Code of Practice in relation to the school's obligations in meeting the needs of pupils with SEND. In addition, all teachers and teaching assistants have received the following awareness training:

- Inclusive Education
- Understanding ADHD
- Understanding Attachment Disorder
- Dyslexia awareness
- Understanding Speech and Language Needs
- Producing SMART outcomes and targets
- Precision Teaching
- Anaphylaxis and Asthma
- Autism spectrum disorder
- Quality First Teaching
- Retrieval
- Oracy
- Communication Friendly Environments
- Colourful Semantics
- Zones of Regulation
- Working Memory
- Grounding techniques
- Comic Strip Conversations

Support staff meet regularly with the SENCO who provides updates on interventions to enhance their work with pupils with SEND. These include:

- Communication passports and one page profiles
- Writing Social Stories
- Colourful Semantics
- Letters and Sounds Intervention
- Social Thinking
- Nesy Learning Programmes

In addition individual staff members and groups of staff have received the following enhanced and specialist training:

- Mental Health First Aid training
- Senior Mental Health Lead training
- Emotional Literacy Support Assistant (ELSA) training

Aided Language Displays

- Nesy Reading and Spelling training
- Supporting Learners with EAL
- Advanced Dyslexia Training
- Numicon Intervention Programme
- Reciprocal Reading
- Drawing and Talking Therapy
- Lego Therapy
- Read, Write Inc. Fresh Start
- Read, Write Inc. Phonics intervention
- Specialist ASD training
- Shape Coding and colourful semantics
- Accredited DfE Letters and Sounds phonics programme
- The school has participated in an AfC led Early Years Inclusion Hub project.
- Attachment awareness training
- Safe Handling Training

Where other training needs are identified we will seek suitable providers. Providers we may contact include our educational psychologist, speech and language therapist, occupational therapists, physiotherapist and teaching and learning advisors.

17. Parent and pupil participation and consultation

All parents of pupils at St Richard's are invited to discuss the progress of their children at least twice per year and receive a written report annually. In addition we frequently

arrange meetings outside these times in order to ensure close cooperation between school and home takes place.

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

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

Children will be invited to these meetings so that they can contribute to the conversations and are involved in agreeing the desired outcomes/targets. These review meetings will usually coincide with teacher/parent learning conversations. The SENCO spends time with children individually each term to gather their views on the progress they have made and the provision they are receiving.

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 outlining their achievements

18. How the Governing Body involves other agencies

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology Service
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Links to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service
- Close working relationship with the School Nurse Service
- Referrals to the Autism Advisory Teacher
- Riverbank Trust Charity to support single parents and their children
- Mental Health Support Team (MHST)
- Advice and support from the Early Years SEND team

19. Transition of pupils with SEND

At St Richard's we place great importance on supporting children to make smooth transitions and understand that these can be times of anxiety for both pupils and their families.

Transition into the EYFS

The SENCO works very closely with our own EYFS staff and external nurseries 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.

Moving to St Richard's from another school

We will work closely with the pupil's current educational setting before they transfer to us in order to seek the information that will make the transfer as seamless as possible. This will also allow us to put in place any additional provision, intervention or adjustments that are required. Visits to the school and staggered starts all contribute to smooth and successful transitions for children.

Moving 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.

Secondary Transition

If a 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. 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. The 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.

20. Extra-curricular activities for pupils with SEND

All clubs, trips and activities offered to pupils at St Richard's are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

The school runs a breakfast club and a range of extra-curricular clubs take place after school. These clubs are accessible to all pupils and where necessary we apply for additional funding to facilitate 1:1 support for pupils with SEND.

21. Support for pupils with social and emotional needs

At St Richard's CE Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following:

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- 1:1 Emotional Literacy Support Assistant (ELSA) sessions
- 1:1 Wellbeing Support Teaching Assistant sessions
- An individualised behaviour support plan
- A personal risk assessment, where appropriate
- Access to time out spaces
- Access to our lunchtime Sunshine Club
- Inclusion in a nurture group
- Mentor time with key adults in the school
- Drawing and Talking therapy
- Referral to the Mental Health Schools Team (MHST)
- Play therapy can sometimes be accessed through the MHST
- Referral to The Riverbank Trust
- Referral to Riverbank Trust Mum and Me Group
- Referral to CAMHS
- Referral to Education Inclusion Support Service (EISS)

Children and young people with SEND are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. The school will work very closely with pupils and parents in addressing bullying behaviour, as well as raising awareness of SEND for everyone in the school community.

22. Complaints relating to SEND provision

The same arrangements for the treatment of complaints at St Richard's CE Primary School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, SENCO and Headteacher to resolve the issue before making the complaint formal to the Chair of the GB. (See the Complaints Policy on the school website)

23. Support services for parents and families

At St Richard's we are very happy to provide you with further details about the support services available to pupils and families beyond the school. Further information can be obtained via the school SENCO.

In addition, local organisations that provide support are:

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

- Based at The Croft Centre and at The Moor Lane Centre SENDIASS, 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

24. Achieving for Children's Local Offer

The local authority's local offer is published at <http://www.afc.localoffer.org> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

We will publish information on our website about the implementation of the governing body for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014