



Lime Tree Primary School

SEND Policy and

Information Report

Governors' Committee Responsible	Full Governing Body
Status	Statutory
Review Cycle	1 year
Date Written	17th April 2020
Last Review	
Date of Next Review	April 2021

This policy was developed in consultation with the SENCo and representatives from the school community. It has been approved by the governing body.

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1. Aims

Lime Tree Primary School is a mainstream, two-form entry primary school (with a morning nursery provision) for children aged 3 – 11 years. We have a Specialist Resource Provision for up to 21 children with a diagnosis of Autistic Spectrum Disorder (ASD). At Lime Tree, we believe that all children and young people are entitled to an education that enables them to make progress so that they are:

- Confident
- Responsible
- Effective
- Successful
- Actively involved/engaged
- Lifelong learners

Our SEND policy and information report aims to:

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

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND 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:

- 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.



4. Roles and responsibilities

4.1 The SENCo

Lime Tree Primary School has a dedicated full-time SENCo. This post is currently held by Holly Nash, Assistant Headteacher in Charge of Inclusion. Holly can be contacted on 02083909544 or by emailing senco@limetree.rbksch.org.

Responsible for:

- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Having 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
- Providing professional guidance to colleagues and working with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working 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
- Ensuring the school keeps the records of all pupils with SEND up-to-date
- Monitoring the progress of pupils with SEND
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept informed about the support their child is getting
 - Involved in reviewing their child's progress
 - Supported through other agencies such as their GP, the local authority and local charities and support organisations

4.2 Assistant SENCo

Oliver Wood is the Assistant SENCo who also teaches in the school nursery. He can be contacted on 02083909544 and emailed at senco@limetree.rbksch.org.

Responsible for:

- Early identification of children with SEND
- Providing professional guidance to colleagues and working with staff and parents to ensure that pupils who require early intervention receive appropriate support and high-quality teaching



- Advising on the graduated approach to providing SEND support
- Referring children to external agencies and/or the SENCo
- Co-ordinating provision for children with specific learning difficulties
- Keeping up-to-date records and monitoring the progress of children with early identified SEND

4.3 Teacher in charge of the Specialist Resource Provision

Frances Greenfield is the teacher in charge of the Key Stage 1 and 2 Specialist Resource Provision (SRP); she teaches full time in the Key Stage 1 Provision. She can be contacted on 02083909544 and emailed at admin@limetree.rbksch.org

Responsible for children in the SRP by:

- Providing SEND provision for all pupils
- Providing high-quality teaching and learning
- Monitoring and reviewing the progress of children
- Holding annual reviews and support meetings
- Liaising with external agencies, especially the local authority and its support services
- Keeping up-to-date records of all pupils
- Providing professional guidance to colleagues and working with staff, parents and other agencies to ensure that pupils receive appropriate support and high-quality teaching
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Holding an annual steering group
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept informed about the support their child is getting
 - Involved in reviewing their child's progress
 - Supported through other agencies such as their GP, the local authority and local charities and support organisations

4.4 The Headteacher

The headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.5 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of the SEND 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



4.6 Class teachers

Each class teacher is responsible for:

- Quality First Teaching (QFT) that meets the learning needs of all pupils
- 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
- Writing pupil support plans for children identified as SEND and sharing and reviewing these with parents at least once each term
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND

5. SEND Information Report

5.1 The categories of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual or hearing impairments

5.2 Identifying pupils with SEND and assessing their needs

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

- 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. Class teachers may discuss their concerns with the Assistant SENCo or SENCo, parents, the child and other staff members. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



5.2.1 Specific small group work

The principle of early identification and intervention underpins our approach to recognising those pupils who require extra help. This is put in place, even if a special educational need has not been formally identified. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. This extra support is intended to enable the pupil to catch up and is reviewed regularly.

This means:

- The class teacher will have carefully checked the pupil's progress and will have decided that there is a gap in the child's understanding/learning
- Programmes of support will be put in place on a short-term basis to help the pupil to 'catch up'
- This could be run by a class teacher or most often a teaching assistant
- Extra support could include interventions such as:
 - Colourful Semantics
 - Attention Autism
 - Phonics
 - Catch Up Numeracy
 - Catch Up Literacy
 - Precision teaching

5.2.2 Highly personalised support, called Special Educational Needs and/or Disability Support

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. The purpose of this more detailed assessment and review is to understand the additional resources and different approaches which are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan which is reviewed regularly and refined/revised if necessary. At this point, if the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need and/or disability.

If the pupil makes good progress using this additional and different intervention (though would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. 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.

Personalised support and strategies may be suggested by the SENCo or specialist professionals. 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. The school judges whether any additional support offered has had an impact on the pupils' educational progress using the Code of Practice 'Assess, Plan, Do, Review' model.



We work closely in partnership with professionals such as the Speech and Language Service, Educational Psychology, Emotional Health Service, Child and Adolescent Mental Health Service and implement their educational advice regarding individual children. The school will ask for permission from parents to refer a child to a specialist professional. The specialist professional/s will work with the child to understand their needs and make recommendations, which may include:

- Making changes to how the child is supported in class, for example, some individual support or changing some aspects of teaching to support them better
- Support to set better individual targets for the child, which will include their specific expertise
- A group run by school staff under the guidance of the outside professional, for example, a social skills group
- A group or individual work with the outside professional

5.2.3 Specified individual support

This support is usually provided via an education, health and care (EHC) plan. This means a pupil has been identified as needing a more intensive level of specialist help that cannot be met from the resources available to schools to provide SEND Support. This type of support is available for children whose learning needs are complex and lifelong.

The EHC plan process involves:

- The school (or parents) requesting an EHC needs assessment from the local authority; this is an evidence based request from the intervention and support put in place during the SEND identification process
- A legal process which brings the child or young person's education, health and social care needs into a single document
- A 20-week timeframe where the local authority consults with parents, the school and professionals to decide if the child meets the criteria for an EHC plan
- The school continuing with SEND support if a child does not meet the criteria for an EHC plan
- Long and short-term objectives and a detailed provision so that the child can achieve the outcomes in the EHC plan

While the school is awaiting the outcome of the EHC plan, where possible and/or practicable, we will endeavour to provide the additional support we have identified to help meet the needs of the child.

5.3 Consulting and involving pupils and parents

All parents of pupils at Lime Tree are invited to discuss the progress of their children twice a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, where regular progress monitoring indicates that a pupil needs access to some additional teaching to help them catch-up, this will not imply that the pupil has a special educational need.



If, following this normal provision, improvements in progress are not evident, we will contact parents to discuss this and what we propose to help us address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made; the parent/s will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an EHC plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

When a pupil has been identified as having SEND, because special educational provision is being made for him or her, the pupil will be increasingly consulted about and involved in the arrangements made for him or her as part of person-centred planning.

The school will support parents by ensuring:

- The class teacher is regularly available to discuss pupil progress or any concerns and to share information about what is working well at home and school so similar strategies can be used
- The SENCo is available to meet to discuss progress or any concerns
- They are consulted when planning the focused support or when writing individual targets as part of the support plan
- The pupil support plan is reviewed each term
- All information from outside professionals is discussed directly, or where this is not possible, in a report
- A home/school contact book may be used to support communication, when this has been agreed to be useful for both parent and child
- They have access to information about local support groups, courses for parents and holiday activities that are relevant

5.4 Assessing and reviewing pupils' progress towards outcomes

The school uses Pupil Asset to track pupil progress. Every pupil in the school has their progress tracked regularly through termly accountability meetings between school leaders and teaching staff as well as through regular parent consultation meetings. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress. If these assessments do not show adequate progress is being made, the support plan and planned outcomes will be reviewed and adjusted.

At the end of each key stage (i.e. at the end of year 2 and year 6), the government requires all children to be formally assessed using teacher assessments and Standard Assessment Tests (SATs) and the results are published nationally.

In addition:

- For children at SEND Support, they will have a pupil support plan that will be reviewed with parents involvement, every term



- The progress of children with an EHC plan is formally reviewed at an annual review meeting with all parents, professionals and the pupil
- We will follow the graduated approach and the four-part cycle of assess, plan, do, review

The effectiveness of the school's provision for pupils with SEND is evaluated through the school's on-going monitoring cycle by the Senior Leadership Team. This includes:

- Termly pupil progress meetings
- Termly book looks
- Termly Provision Map audit
- Learning walks and classroom observations

5.5 Supporting pupils moving between phases and preparing for adulthood

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

For a child moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for the child
- We will make sure that all records about the child are passed to the new setting as soon as possible

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher
- A social story or transition book to support the child's understanding of moving on, will be made for them if needed

In Year 6:

- The SENCo will attend the Primary Transition Day to discuss the specific needs of each child with the SENCo of each secondary school
- Pupils will have focused learning tasks about aspects of transition to support their understanding of the changes ahead
- Where possible, the child will visit their new school on several occasions and in some cases staff from the new school will visit the child in this school

In addition, for children with an EHC plan we will:

- Hold the annual review in year 5 by the end of the Spring term to plan the child's needs in secondary school
- Hold the annual review in year 6 and invite the SENCo of the named secondary school to attend

5.6 Our approach to teaching pupils with SEND

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND Code of Practice, 2015)



Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. At Lime Tree, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, training and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND. Some children/young people 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/Statutory Framework for the Early Years Foundation Stage, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching, mentoring, small group teaching, 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. This is known as 'notional SEND funding'. The class/subject teacher will remain responsible for working with the pupil on a regular basis.

5.7 Adaptations to the curriculum and learning environment

At Lime Tree, 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. We also incorporate the advice provided as a result of assessments, both internal and external, together with the strategies described in EHC plans.

'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 SEND and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

We make the following adaptations to ensure all pupils' needs are met:

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

5.8 Additional support for learning



Schools receive funding for SEND pupils. This funding is used to support and enhance the high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to the needs of individual pupils with SEND and is evidence-based. The amount of support required for each pupil to make good progress will be different in each case. In exceptional cases a very high level of resource is required. In this case the school will request 'top up' from the local authority where the child lives.

The school budget:

- The school budget, received from Kingston Local Authority, includes money for supporting children with SEND
- The headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school
- The headteacher and the SENCo discuss all the information they have about SEND in the school, including:
 - The children getting extra support already
 - The children needing extra support
 - The children who have been identified as not making as much progress as would be expected
 - The resources, training and support that are needed
- All resources, training and support are reviewed termly by the headteacher and SENCo and changes made as needed.

5.9 Expertise and training of staff

Staff members are trained in the following:

- The SENCo holds the National Award for Special Educational Needs Co-ordination (NASECO) and has been in post for 3 years
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND, this involves whole school training on SEND issues such as autism and speech and language difficulties
- Training is delivered by specialist teachers in the school and external agencies such as the Speech and Language Service, Educational Psychology and Sensational Kids Occupational Therapy
- Individual teachers and support staff attend specialist training courses run by outside agencies that are relevant to the needs of specific children in their class
- We have a team of pupil specific teaching assistants, class-based teaching assistants and higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision

In addition, several teachers and teaching assistants have undergone enhanced and specialist training. Where a training need is identified beyond this, we will find a provider who is able to deliver it.

5.10 Securing equipment and facilities



At Lime Tree, we have a variety of equipment and resources available to support children generally:

- The school site is fully accessible to children with physical disability via ramps and a lift
- We ensure that equipment used is accessible to all children regardless of their needs
- Access arrangements are made by the SENCo for children with SEND who take part in Standard Attainments Tests (SATs) in Year 6
- Support is provided for children with SEND who require it at lunchtimes and breaks

Necessary specialist equipment will be considered on an individual basis and, where appropriate, funding will be requested from the local authority. Please refer to the school's accessibility plan and policy for further information.

5.11 Evaluating the effectiveness of SEND provision

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made. The SEND Code of Practice (2015) 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

For pupils with an EHC plan, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The annual review evaluations of effectiveness will be collated and reported to the governing body.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

At Lime Tree, there are no barriers to pupils with SEND enjoying the same activities as other pupils. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. If your child has an identified SEND need, we can arrange for additional support during extra-curricular activities if needed.

All pupils are encouraged to go on our residential trips and teachers will plan accordingly to ensure your child's SEND needs are met. All pupils are encouraged to take part in sports day, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Lime Tree Primary treats all pupils fairly, as individuals, in accordance with the Equality Act 2010. When appropriate, reasonable adjustments are made to ensure that children with SEND are able to access the environment, curriculum and school day as fully as possible. Adjustments include:



- Staff receiving appropriate training to support children with SEND and all pupils are encouraged to be respectful of others, in line with our behaviour policy
- Staff ensuring that disabled pupils can fully participate in the school's curriculum e.g. through adapted equipment in PE and in class
- As appropriate, staff receiving support to improve the physical environment of the school, for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school
- Staff ensuring that the delivery of information to disabled pupils is accessible e.g. through the use of Braille

Whole-school systems are in place to support positive and responsible behaviour which helps to avoid exclusions, increase attendance and raise levels of progress. The school's Learning Mentors meet regularly with children on an individual basis, according to need.

5.13 The arrangements for the admission of SEND pupils

At Lime Tree Primary, we strongly believe in fulfilling our statutory requirement to be an inclusive school:

- Decisions on the admission of pupils with an EHC plan are made by the local authority, in consultation with the school
- The admission arrangements for pupils without an EHC plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures. Please refer to Lime Tree Primary School's Admissions policy for the year of entry.

The school does not allocate places within the Specialist Resource Provision. Admissions are managed by the Kingston Upon Thames Local Authority, Achieving for Children. Please visit their website for further information <https://kr.afcinform.org.uk/>

5.14 Supporting children with medical conditions

The school has 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 supporting pupils at school with medical conditions.

Trained first-aiders will administer medicines, on the advice of medical professionals. Members of staff are available to assist children if necessary with personal care. Please refer to the school's medical conditions policy for further information.

5.15 Support for improving emotional and social development



At Lime Tree, we understand the importance of enabling all pupils to develop emotional resilience and social skills, both through direct teaching, e.g. in PSHE, whole school assemblies and phase assemblies as well as within every conversation adults have with pupils throughout the day.

Lime Tree also works closely with a trained Educational Psychologist to support pupils with a higher level of emotional need. The school has two Emotional Literacy Support Assistants (ELSAs)/Learning Mentors to deliver regular 1:1 and groups sessions for pupils who need further support.

We are interested in hearing parents'/carers' and pupils' views. At annual review meetings, the parents' and pupil's views are included in the paperwork and children are also invited to comment on their progress towards targets.

Children and young people with SEND may be vulnerable to bullying, so it is important to ensure that they report any behaviour that concerns them. The school has a zero tolerance approach to bullying and it is important that we continue to address bullying behaviour, as well as raising awareness of SEND for everyone in the school community. Incidents of racism and bullying are reported termly to the local authority.

The school also:

- Encourages pupils with SEND to be part of the school council
- Supports pupils with SEND to develop teamwork/building friendships by offering lunchtime and after school clubs
- Uses the Zones of Regulation to support children with their emotional regulation
- Delivers intervention to support social and emotional difficulties

5.16 Working with other agencies

At Lime Tree Primary, we work in partnership with a range of professionals in order to support children with SEND.

Directly funded by the school:

- Membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Membership of professional networks for SENCo e.g. SENCo forum and Behaviour Network
- ELSA support
- Additional Educational Psychology Service input provided by Headways and Achieving for Children
- Additional Occupational Therapy Support provided by Sensational Kids

Paid for centrally by the local authority but delivered in school:

- A Service Level Agreement with AfC Educational Psychology service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy Service provided by Your Healthcare
- A Service Level Agreement detailing support such as OT, EP and SALT for the school's Specialist Resource Provision



Provided and paid for by the Health Service (Your Healthcare) but delivered in school:

- School Nurse
- Physiotherapy

In addition, the SENCo can make referrals to:

- The Child and Adolescent Mental Health Service (CAMHS)
- Education Inclusion Support Service
- Social Care services

5.17 Complaints about SEND provision

The same arrangements for the treatment of complaints at Lime Tree are used for complaints about provision made for SEND. This is detailed in the school's complaints policy. We encourage parents to discuss their concerns initially with the class teacher and then with the phase leader. The SENCo would be available to attend these meetings if it were deemed appropriate. Then a request could be made for a meeting with the SENCo. We hope to resolve issues before involvement of the Chair of the Governing Body.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against the child. They can make a claim about alleged discrimination regarding:

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

5.18 Contact details of support services for parents of pupils with SEND

The SEND Local Offer for Kingston and Richmond provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

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

The Richmond and Kingston 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). They can be contacted on:

Phone: 020 3793 9596

Email: RichmondKingston@kids.org.uk

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

5.19 Contact details for raising concerns

- If you have concerns about your child's progress you should speak to your child's class teacher initially
- If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCo or headteacher
- If you are still not happy, you can speak to the school SEND Governor



5.20 The local authority local offer

All Kingston maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disability (SEND) and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen. Our local authority's local offer is published here:

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

6. Monitoring arrangements

This policy and information report will be reviewed by Holly Nash (SENCo) every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

7. Links with other policies and documents

All the school policy documents can be found on the school website:

<https://www.limetree.kingston.sch.uk/our-school/policy-documents/>

This policy links to our policies on:

- Accessibility plan and policy
- Behaviour for learning policy
- Equality information and objectives policy
- Medical conditions policy
- Complaints policy