



## The King's Church of England Primary School

*Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.*

# **THE KING'S SCHOOL Special Educational Needs and Disability Information Report**

Agreed by: The King's School Governing Board

Date: May 2025

Review Cycle: 1 year

Next Review Date: May 2026

All the King's School policies should be read in conjunction with the Equality Policy.

If you require a copy of this document in large print, braille, audio format or paper, please contact the School Office.

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## SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT 2025/ 26

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### **Introduction**

The SENCo at King's is Polly Watkinson. She received her NASENCO qualification in 2021. The SEND Governor is Caroline Baird. Together with the SEND parent forum, they work to ensure that King's SEND Information Report operates within the guidelines of our SEND Policy, the SEND Code of Practice (2014) and is in alignment with the expectations and policies of the local authority and accessible to all parents.

### **Aims**

Our SEND Information Report aims to set out how our school supports and makes provision for pupils with special educational needs and disabilities. It will explain the roles and responsibilities of everyone involved in providing for pupils with SEND. At King's we promote inclusive practice and work to ensure that all children, whatever their needs or barriers to learning, are able to make excellent progress. Where necessary, reasonable adaptations are made to personalise this provision. All teachers have a responsibility to provide for the full range of needs in their class by ensuring that planning and provision are suitably differentiated. All teachers are teachers of SEND, all school leaders are leaders of SEND and the SENCo has a key role in facilitating this. The Senco will also support staff to help personalise the curriculum and liaise with parents/carers and a variety of agencies to ensure that children have access to the support that they need.

The aims of this Information report is to explain and clarify how we:

- Develop and promote a positive and inclusive learning environment in our school;
- Identify and support children through careful assessment, monitoring and evaluation;
- Deliver appropriate intervention and support through targeted use of funding and effective deployment of staff;
- Maintain detailed records via a child's individual audit of provision;
- Work with external agencies and local authority organisations;
- Offer appropriate training and support for staff;
- Work collaboratively with parents and carers.

### **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 SEN and disabilities

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The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report.

### **Definitions**

A pupil has SEND if they have a learning difficulty or disability that 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 the 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.

### **Roles and responsibilities**

#### **Head teacher**

The Head teacher is Karen Verge. The head teacher will:

- Work with the Special Educational Needs and Disabilities Coordinator (SENCO) and SEN 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 SEN and/or a disability.
- Allocate roles and responsibilities to staff so that special needs of individual pupils are met. To challenge the SENCO and make sure the pupils with special educational needs receive the best provision possible within the school.

#### **SENCO**

The SENCO is Polly Watkinson. The SENCO will:

- Work with the Headteacher and the SEN 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 SEN policy and the coordination 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, high quality teaching and that we are ambitious for their participation and achievements within lessons
- Advise on the graduated approach to providing SEND support.

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- 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 SEN up to date.
- Prepare statutory assessment documentation and other information for the Local Education Authority.
- Liaise with secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Amend the policy when major national or local initiatives make it necessary.
- Evaluate the policy annually and ensure current practice is implemented.
- Provide summaries to the SEN Governor via regular meetings.
- Work with the SEN parent forum

### **Class teachers**

All teachers are teachers of children with special educational needs. Class teachers will:

- Track the progress and development of every pupil in their class.
- Work closely with the teaching assistants or specialist staff to plan and assess the impact of support and interventions and decide how they can be linked to classroom teaching.
- Work with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Have regular meetings with the SENCo to discuss each pupil's audit of provision, the effectiveness of the support given to individual pupils with SEND and ways of ensuring progress in all areas.
- Follow this SEND policy.
- Use assessment data to identify any learning difficulties.
- Support the pupils who have SEND within the class.
- Ensure ongoing observation and assessment for learning and provide regular feedback about the pupil's achievements in order to form the basis for planning the next steps of the pupils' learning.
- Consult and liaise with parents/carers/guardians about progress and ways to achieve targets.
- Complete Individual audits of provision by evaluating previous targets and setting new targets.
- Ensure that the Teaching Assistants are supporting pupils in their class, as directed.

### **Teaching Assistants**

Teaching Assistants will:

- Prepare and set up activities planned by the class teacher or discussed with the teacher.
- Support pupils in class or by withdrawing individuals and small groups for identified interventions.
- Scaffold the support they offer to pupils and use strategies that facilitate and foster independent learning, where possible
- Attend weekly INSET training and courses where appropriate.
- Liaise with the teachers and the SENCo on the pupils' skills, knowledge and understanding.

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- Work collaboratively with the speech and language therapist and Occupational therapist to support the child in the school environment.
- Feedback to teachers on how pupils carried out the work and contribute observational and assessment evidence to the pupils' audits of provision.

### **SEND Governor**

The SEND Governor is Caroline Baird. The SEND Governor will:

- Be fully involved in developing and monitoring the SEND policy.
- Ensure that a named governor has responsibility for the implementation of the SEND policy.
- Challenge the school and its members to secure necessary provision for any pupil identified as having special educational needs.
- Be informed of any complaints from parents relating to pupils with special educational needs and to ensure that these are dealt with promptly and professionally.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND.
- Consult Achieving for Children, as appropriate and the governing bodies of other schools, when it is necessary or desirable in the interests of co-ordinated SEND provision in the area as a whole.
- Ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND 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.
- Work with the SEN parent forum

### **SEND Parent Forum**

In January 2024, together with our parents, a SEND Parent Forum was set up. This forum includes the schools SENCo, SEND governor and our SEN parent representative - Ruth Redding. The group meets formally once a term to solve any SEN specific feedback that has arisen amongst our SEN pupil and parent base. This group is a valued part of our 'King's SEN Offer' in its support and constructive challenge too.

The SEN parent representative will:

- Run regular coffee mornings outside of school
- Arrange playdate meetups with pupils
- Work with the school SENCo to arrange relevant parent workshops
- Review and feedback on the SEND Information Report
- Attend termly meeting to discuss SEN related topics

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### **SEND Information Report for Parents and Carers**

#### **What is Special Educational Needs and Disability (SEND)?**

Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

#### **Who are the best people to talk to at King's about my child's difficulties with learning, special educational needs (SEN) or disability?**

Your child's teacher is the first person to contact. They are regularly available to discuss your child's progress or any concerns you may have and will be able to give you advice for supporting your child's learning. You will see your class teacher most days at pick and drop off, this is the time to share small snippets of information or to ask a good time to speak about a concern you have. This can be arranged directly with them or you can contact them by making an appointment via the school office on 020 8940 3580 or [info@kings.richmond.sch.uk](mailto:info@kings.richmond.sch.uk)

Polly Watkinson, the Special Educational Needs Co-ordinator (SENCo) is available to meet with you and your child's teacher if further support and advice is required. She will liaise with the class teacher before meeting with you. If further support is required she will discuss the best possible way to support your child, which will involve adaptations being made within school and possibly involving outside agencies. You can contact the senco via: [senco@kings.richmond.sch.uk](mailto:senco@kings.richmond.sch.uk)

#### **How do Kings identify and assess special educational needs?**

We 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 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 or communication and interaction. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with identifying the needs of the child. We will use this information to determine appropriate and ambitious outcomes for the child and identify the level and nature of support that is needed and whether we can

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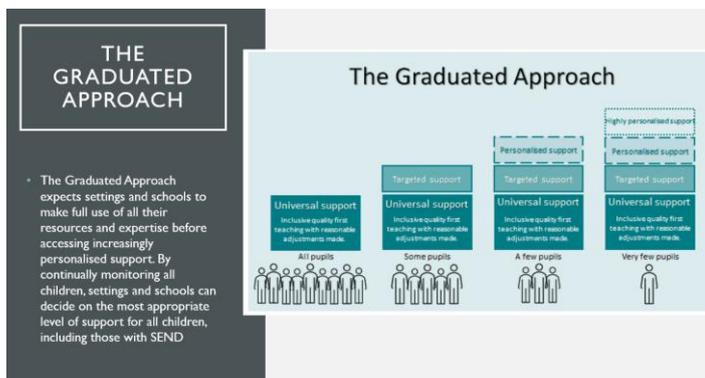
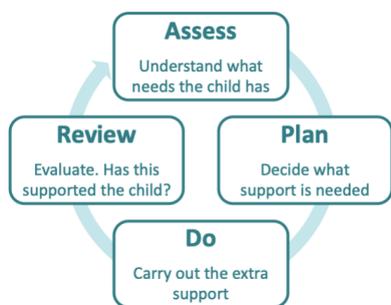
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provide it by adapting our core offer, or whether something different or additional is needed. At every step we fully take into account the needs and wishes of the child and the parents/carers.

To make sure that every child's needs are met, we follow the graduated approach and four-part cycle of Assess, Plan, Do, Review. This draws on:

- the teacher's assessment and experience of the pupil
- their previous progress, attainment and behaviour for learning
- the individual's development in comparison to their peers and national data
- the views and experience of parents and the pupil's own views
- advice from external support services, if relevant

If it is felt that your child will benefit from additional targeted support and intervention (such as tailored maths or English work, friendship group support or emotional health support sessions), you will be notified and appropriate support will be organised. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The support is recorded using an audit of provision. This gives details of what has been put in place. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress; this is known as the Assess, Plan, Do, Review cycle.



### How do Kings support children with special educational needs?

Our priority is to provide high quality teaching for all pupils (Quality First Teaching). Teachers regularly adjust their practice to ensure all children have equal access to the teaching. This includes:

- adapting the activity and what success in looks like for pupils varying needs
- provision of bespoke materials to support learning such as task planners, additional visuals and vocabulary
- arranging and adapting class furniture and seating plans to facilitate peer to peer support, and ease of check ins for adults working in the room
- adjusting the format of resources such as the whiteboard, books and reading materials

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- supplying specialised writing tools and classroom equipment such as privacy screens, writing wedges, pencil grips etc.
- using signing and visual timetables as well as implementing a variety of teaching styles to engage and include all pupils
- pre-teaching of key vocabulary or lesson content
- small group interventions to support specific skills
- provision for school trips, extra curricular activities appropriately planned and supported for the range of needs

The school has experience of meeting the needs of pupils with a range of educational needs including: attention deficit hyperactivity disorder (ADHD), autism (ASD), behaviour difficulties, cerebral palsy, dyslexia, dyspraxia, emotional and social needs, epilepsy, hearing impairment, visual impairment, learning difficulties and speech and language needs. We also look at the whole school day and the wider school environment and make adaptations and plan interventions when necessary.

Please refer to Achieving for children's [ordinarily available provision](#) which offers guidance to school on their whole school approach to supporting all pupils including those with additional needs. In addition to this the school uses [Achieving for children's threshold guidance](#) to tailor the specific interventions and or assessments that help to unpick the challenges to learning a child might face.

When a child enters our school with a need that is more unfamiliar, we access training and advice to provide appropriate support. The school also has access to a range of support services at a local level, provided by Richmond's Achieving for Children.

Alongside support and intervention the school plans and delivers assemblies, special themed activities and lessons within the curriculum that also help develop and foster sensitivity and understanding of people with different needs and experiences and celebrate the contribution they can make which come together in our SEN awareness week every October.

### **How does the school know if its SEN provision is effective?**

The school implements a robust assess plan do review cycle to meet the meet of each pupil, this is based on needs we see as opposed to a diagnosis. Assessments are not just formal test, within school we're assessing all that we see in a pupil to help build a whole picture to better facilitate the support we offer. At all times we look at the whole child rather than simply the academic. Interventions and support are monitored closely and impacted evaluated in collaboration with the child and parents too.

### **What happens if, despite this extra support, my child is still not making adequate progress?**

There may come a point where a high level of support has been provided in school, several outside agencies have worked with and supported your child and progress is still limited. This is when parents and carers, outside agencies involved with your child and the SENCo will meet to discuss whether the school will undertake the statutory assessment process for an Education, Health and Care Plan (EHC)

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plan. <https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/assessment-and-education-health-and-care-planning/assessment-and-education-health-and-care-plans-how-to-get-independent-advice-and-support+>)

As a parent/carer you can make a request to the local authority for a needs assessment for an EHC plan at any time. If such a request is made, the local authority (Achieving for Children) has a statutory duty to consult the school.

If your child has an EHCP and progress remains slow, we would then work closely with the local authority to explore what the difficulties are. In this circumstance, if there is evidence, the school can apply for extra hours to their EHCP. If a child does already have a full 32.5 hour EHCP and it's evident that setting is a barrier to progress we'd then work with AFC to explore alternative options for educating their child in a provision that best supports their child's needs. The process to this point is always a collaborative process with input from school, professionals, AFC and parents to ensure the best decision for the pupil is made.

### **What training and expertise do the staff have in relation to children with SEND?**

All teachers and teaching assistants receive weekly staff meetings and training on different areas of learning and health needs. We also provide more specific training for staff on particular conditions when necessary. This may be for the staff working with that particular child but it is also regular practice for this training to be shared with all staff. Outside agencies such as educational psychologists, speech and language therapists and occupational therapists provide recommendations and training if required.

This year the training has focused on:

- Executive functions (led by our Educational Psychologist)
- Attunement principles (led by our Educational Psychologist)
- Sensory differences & difficulties (led by our occupational Therapist)
- Shape coding and developmental language disorder (led by our Speech Therapist)
- Understanding mental health difficulties (led by our Emotional Literacy Support Assistant)
- Supporting children with reading, writing and spelling difficulties

### **What support will there be for my child's overall well-being or behaviour?**

The behaviour policy is applicable to all children but we understand that a child with certain types of special educational needs may find it harder to understand the rules and boundaries than a child who is typically developing. Support is put in place and allowances are made for this. At King's we place great importance on children being happy and feeling good about themselves and life in general. We appreciate that they can face many challenges during their childhood. Part of our role, working in

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partnership with parents and carers, is to nurture children and provide them with the skills and strategies that will equip them to deal with problems, difficulties and anything that arouses strong emotional feelings. A key part of the job of every teacher is to support children and assist them whenever they are finding something hard.

### **What training and expertise do the staff have in relation to children with SEND?**

In the first instance, the class teacher will contact you to discuss your child's strengths and any current concerns or difficulties they are experiencing. They will let you know what we will be doing to help us to address these needs better. If additional support has been put in place e.g. alterations to their immediate learning environment, adapted resources, use of scaffolding to promote independence and progress is less than expected, the SENCo and class teacher will invite you in to discuss further support and next steps.

### **How will Kings involve parents & children in the SEND process?**

King's parent and pupil voice is critical in helping us identify SEN needs at an early stage. In line with the SEN Code of Practice, the school works closely with parents to identify any potential barriers to learning their children might have. Once identified, we ensure parents, and where possible children too, participate as fully as possible in decisions and are provided with the information and support necessary to enable participation in those decisions

Children are also at the centre of any planning and support. Where possible and appropriate, taking into account the age of the child and the type of need, the child is involved in the process. They will have the intervention or support explained to them and they will be invited to give their views. This is particularly valuable when a child is on an EHC plan; they can contribute to the annual review and all support can be reviewed to ensure it meets their needs in an effective and meaningful way for them. We encourage the use of videos, drawings and observations to facilitate pupil involvement.

### **What happens if my child already has an Education, Health and Care plan?**

Kings has a legal obligation to meet the provision detailed in the documentation and this is established through sharing with staff and parents the details of the provision and how it is delivered through the school day (via the child's personal timetable and their audit of provision). Parents/carers will be invited to contribute to and attend an annual review, which will also include reports and/or attendance from the outside agencies currently involved with your child.

### **How do Kings support my child moving on to another class?**

- Information will be discussed and passed on to the new class teacher as part of the class handover meetings, including any outside agency reports and resources that support your child.

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- A social story, information book or video can be sent home to help with their understanding of change.
- Any equipment will be available in the new classroom e.g. slope board for writing.
- It may be necessary or helpful for your child to have additional visits to the new classroom or additional time with the new class teacher or teaching assistant to aid their transition.

### **How do we support your child when they are leaving Kings?**

- We contact the school SENCo and ensure they know about any special arrangements or support that needs to be made for your child
- We make sure that all records about your child are passed on as soon as possible.

In Year 6:

- We complete the special information form detailing your child's strengths and difficulties.
- The SENCo discusses the special information form with the SENCo of your chosen secondary school.
- If appropriate, we can arrange additional visits to your child's new school (either individually or in groups) to aid transition.
- All records and/or equipment for your child are sent on to the next school.

### **What if my child has special educational needs and a medical condition?**

We make arrangements to support pupils with medical conditions so they can access their education. Individual healthcare plans are put in place for those children with specific conditions needing additional support, monitoring and care. These healthcare plans will be co-ordinated with any SEND plans. For more information, see our medical policy.

### **How is Kings accessible to children with SEND?**

As part of our requirement to keep the appropriateness of our curriculum and learning environment accessible to all, we evaluate the needs of individual children and make reasonable adjustments to allow all children access to the curriculum activities clubs and trips. This is always done in partnership with parents/carers. All pupils are encouraged to go on our school visits and residential trips and to take part in sports day, assemblies and workshops. Our extra-curricular activities are available to all pupils (dependent on age appropriateness) and, if additional provision is required to ensure this is possible, please speak to the SENCo. For more information, see our accessibility plan which outlines how we have improved our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, facilities or enrichment / extracurricular activities you provide or offer:

<https://www.kings.richmond.sch.uk/page/?title=Equality+and+Inclusion+Policies&pid=45>

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All children presenting with additional needs receive appropriate support and our admission arrangements do not discriminate against or disadvantage disabled children or those with special educational needs: we follow the school admissions procedures and policies outlined by AFC. Decisions on the admission of pupils with an EHC plan are made by the local authority in coordination with parent and school.

### **What outside agencies are available to support my child?**

All referrals have to be discussed and agreed with the SENCo. You may also wish to discuss health concerns with your GP. The school buys in additional support and expertise from:

- the educational psychology (EP) service
- the school nurse
- access to the local authority services service level agreement: speech and language (SLT), occupational therapy (OT), emotional health (EH) and Child and Adolescent Mental Health (CAMHs)
- access to Achieving for Children resources including their Education Inclusion Team, Family support workers, autism outreach team and social workers

### **What support is available to parents and carers outside of school?**

#### **King's Inclusion Google Classroom**

There is a plethora of information out there to support parents on their SEN journey. For some this wealth of information is empowering for others daunting. We have therefore created an online space for parents to access specific resources which we've uploaded. These resources might include interesting articles linked to being a parent to a SEN child, or links to online workshops being run by organisations in the SEN specific field. The inclusion classroom is also a space to share key Achieving for Children materials which offers more detailed guidance on the various aspects of SEN. This resource is updated regularly and maintained by the SENCO. Recent parental feedback has been hugely positive of the guidance and information it has provided.

#### **SEND Local Offer for Kingston and Richmond**

This provides information on local services and 10 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](https://kr.afcinfo.org.uk/local_offer)

#### **Special Educational Needs and Disability Register**

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All local authorities must have a record or register of children with Special Educational Needs or Disabilities (SEND) in their area. If you live in either Kingston or Richmond, we encourage anyone whose family includes a child or young person with a special educational need or disability to register. Everyone on the register will benefit from:

- Information about support and services
- Information aimed at young people with disabilities
- Opportunities to have your say about the services that are important to you
- The knowledge that your anonymous statistical data is helping us to plan and improve services

Find out more and register on the website Local Offer SEND Register

### **Richmond Parent Carer Forum**

Richmond Parent Carer Forum (PCF) is an independent group run by parents for parents or carers of children/young people (aged 0-25 years) who have any form of special educational need or disability.

Your child does not need an official diagnosis for you to become a member and we support families of children with any type of additional need including learning difficulties like dyslexia. We receive funding from the Department of Education and our purpose is to ensure that the voices of parents, carers, children and young people are heard in planning and implementation of SEND services in Richmond. We can also help you to access services and provide valuable peer support, connecting you with other parents who understand the special joys and challenges of raising a family with additional needs.

Email: [information@richmondpcf.org.uk](mailto:information@richmondpcf.org.uk)

Website: [www.richmondpcf.org.uk](http://www.richmondpcf.org.uk)

Facebook: [www.facebook.com/richmondpcf/](https://www.facebook.com/richmondpcf/)

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

SENDIASS offers independent advice across a wide range of subjects including how to use the local offer, understanding paperwork, accessing services, support with mediation and seeking legal advice.

Telephone: 020 3793 9596

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

Email: <mailto:richmondkingston@kids.org.uk>

For Hounslow residents:

London Borough of Hounslow 'Local Offer'

A guide to services available for children and young people aged 0-25 years with special educational needs and disabilities (SEND).

Website: [Hounslow Local Offer](https://www.hounslow.gov.uk/local-offer/)

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KIDS Hounslow SEND Information, Advice and Support Service (SENDIASS)  
To get information and advice about all SEND matters.  
Telephone: 020 8583 2607  
Website: <http://www.kids.org.uk>  
Email: [SENDIASS@hounslow.gov.uk](mailto:SENDIASS@hounslow.gov.uk)

### **What should I do if I would like to make a complaint?**

The same arrangements for the treatment of complaints at Kings are used for complaints about provision made for special educational needs and disabilities. If your complaint has not been resolved to your satisfaction by the class teacher and/or SENCo, please contact the head teacher.

Please follow the link for full details:

<https://www.kings.richmond.sch.uk/page/?title=Complaints+Policy&pid=49>

If you would find it helpful to talk through any aspects of this document to gain a better understanding of what we provide and how support can be accessed for your children then please make an appointment at the school office.

### **Who in school do I contact for further information and support re SEND?**

- The SENCo at King's is Polly Watkinson

### **Monitoring Arrangements**

This information report will be reviewed by the SENCo and SEN parent forum every year. It will also be updated if any changes to information are made during the year. It will then be approved by the Governing Body.

### **Links with other policies & documents**

[Click here:](#)

- Admissions
- Behaviour Policy
- Complaints Policy
- Accessibility plan
- Curriculum information