

# Special educational needs (SEN) information report

Kew Riverside Primary School



<b>Committee ownership for this policy:</b> F&R, C&A, E&C, FGB	FGB
<b>Must be approved by FGB:</b> Y / N	Y
<b>Required by: 1 / 2</b> <ul style="list-style-type: none"><li>Where 1 is indicated, the requirement is statutory</li><li>Where 2 is indicated, the requirement is recommended</li></ul>	1
<b>Frequency of review:</b> annually, bi-annually, every 3 years	Annually
<b>Date last reviewed:</b>	July 2025
<b>Date of next review:</b>	July 2026

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Dear parents and carers

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

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

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

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

Kew Riverside Primary School is committed to fostering an inclusive environment, working in close collaboration with parents and external agencies to ensure the attainment of optimal outcomes for all our pupils. We recognise that each child is unique, necessitating tailored support plans to address their individual needs. Our dedication to inclusivity is exemplified by the wide range of needs we accommodate; these include, but are not limited to, autism spectrum conditions, specific learning difficulties, and communication challenges.

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Kew Riverside Primary School is dedicated to delivering 'Quality First Teaching' to all pupils, ensuring an inclusive and supportive learning environment. Our teaching staff receive continuous professional development focused on enhancing their inclusive practices across the curriculum. The needs of our pupils are central to our professional development agenda, guiding the ongoing training provided to our educators. Furthermore, we actively collaborate with external specialists, including educational psychologists, speech and language therapists, and occupational therapists, to accurately assess the needs of our students and to effectively support children with Special Educational Needs (SEN).

The staff at Kew Riverside take immense pride in the exemplary progress scores achieved within our school. We are committed to ensuring that every child receives the necessary support and motivation to optimise their educational outcomes, fostering a culture of achievement and inclusivity for all.

### Our special educational needs co-ordinator, or SENCO

Our SENCO and Inclusion Leader is Lisa Melessaccio. She has recently started in the role of SENCO and has worked as an early years teacher for almost 30 years. She is a qualified teacher. She is allocated two days a week (Tuesday and Wednesday) to manage SEN provision.



### Senior Leadership Team

Ardeep Viridi is the Headteacher and she is supported by the Deputy Headteacher Kathryn Durber-Tsielepis.

All of the Senior Leadership Team are committed and passionate about inclusive education and enabling all students to thrive and love learning.



### Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

### Learning Support Practitioners

We have a team of 6 LSPs.

We have teaching assistants who are trained to deliver interventions such as Lego Therapy, Little Wandle Rapid Catch Up sessions, 1:1 reading etc.

In the last academic year, TAs have been trained in coregulation and safeguarding. As part of our locality offer, there has also been specific training for Occupational therapy, Speech and Language and Emotional regulation.

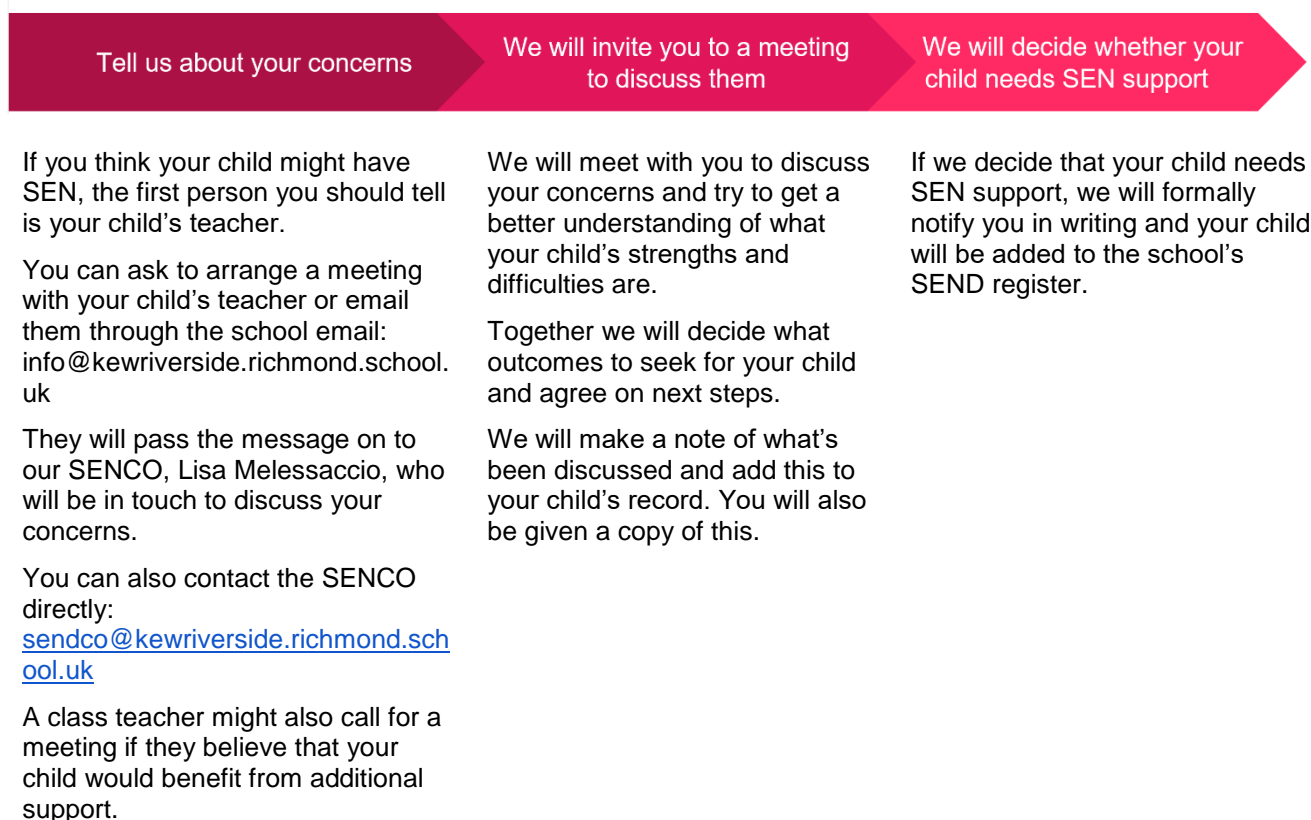
All staff, including LSPs, have regular safeguarding training which includes but is not limited to PREVENT, FGM, Online safety and updates for Keeping Children Safe in Education.

## **External agencies and experts**

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

- Educational psychologists
- School based Family Support Worker
- Speech and language therapists
- Occupational therapists
- Mental Health Services Team (MHST)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Education Inclusion Support Service (EISS)
- Educational Service for Sensory Impairments (ESSI)
- Advisory/Outreach Services for children/young people with Autism/social communication needs.
- Voluntary sector organisations

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



### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This is discussed formally in termly progress meetings with the Leadership Team and includes difficulties communicating, forming relationships, or with learning in their English or mathematics.

If a pupil is falling behind, the class teacher will make an assessment to identify any gaps in their learning. If they can find a gap, they will give your child extra interventions and support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

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

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

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

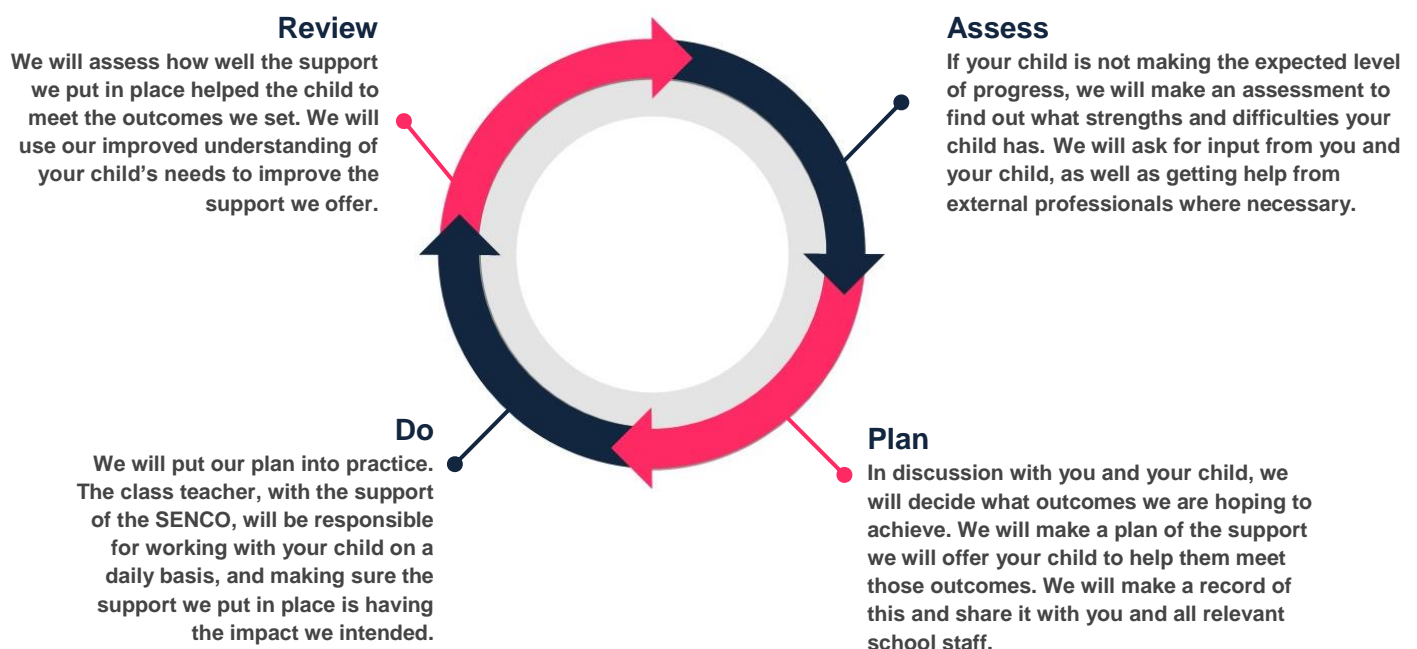
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

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

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

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

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



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

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

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

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

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

We will provide annual reports on your child's progress.

Your child's class/form teacher will meet you regularly:

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

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

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

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

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher and the SENCO through this email address [sendco@kewriverside.richmond.sch.org](mailto:sendco@kewriverside.richmond.sch.org)

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

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

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

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

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

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

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

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

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when significant gaps have been identified and 1:1 coaching or pre-teaching in key areas will help them to make rapid progress towards identified targets.
- Teaching assistants will support pupils in small groups when closer support will help clarify a concept or overcome other identified barriers to learning

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	What's in the box Visual timetables Social stories Colourful semantics/ Shape coding Sensory Integration strategies Zones of Regulation
	Speech and language difficulties	Speech and language therapy Social groups
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Rapid Catch Up Little Wandle Intervention

		<p>SEND program Little Wandle Intervention</p> <p>Precision teaching</p> <p>Pre teaching</p> <p>1:1 reading</p> <p>Scaffolded resources</p> <p>Work with concrete mathematical manipulatives</p>
	Moderate learning difficulties	Colourful semantics/ Shape coding
	Severe learning difficulties	Colourful semantics/ Shape coding
<b>Social, emotional and mental health</b>	ADHD, ADD	<p>Quiet workstation</p> <p>Visual timetables</p> <p>Zones of Regulation</p> <p>Sensory Circuits</p> <p>Movement and Sensory Activities</p>
	Adverse childhood experiences and/or mental health issues	<p>Emotional Literacy Support Assistant (ELSA) sessions</p> <p>Mental Health First Aider</p> <p>Mental Health Services Team (MHST) therapies</p>
<b>Sensory and/or physical</b>	Hearing impairment	<p>Visual Support materials</p> <p>Careful positioning</p> <p>Sign supported speech</p>
	Visual impairment	<p>Limiting classroom displays</p> <p>Modifications to resources - overlays, coloured writing paper, larger font books</p> <p>Environmental adaptations</p>

	Multi-sensory impairment	Assistive technology Extra-time Environmental adaptations
	Physical impairment	Environmental adaptations

These interventions are part of our contribution to Richmond's local offer.

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

The progress of all pupils in school is rigorously monitored through constant informal and formal assessments. This helps us to evaluate whether more support may be required for individuals.

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks of interventions
- Using pupil questionnaires
- Monitoring by the SENCO, Headship Team, and governors.
- Using provision maps to measure progress through Arbor
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

Schools receive funding for each child. This funding is used to support and enhance high-quality teaching for all children in school. If your child needs something different from or additional to what is ordinarily available in school, it may be that your child's needs mean we need to secure:

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

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

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

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

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

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

All pupils are encouraged to go on our school trips, including our residential trips in Year 5 and 6. We will work with educational visit centres to see what adaptations may be needed. At times, we will ask for parental support to ensure that children can successfully access school trips.

All pupils are encouraged and supported to take part in the full range of activities at school beyond the classroom: sports day, school performances, workshops and special curriculum days

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

We will conduct risk assessments where required to ensure that all activities are safe for children to engage with.

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

We follow the Richmond Schools Admissions Policy. This policy ensures that children with an EHCP are able to name a school of choice before other places are allocated. The school will also engage with consultations from local authorities and other schools to ensure that we are able to meet the needs of the child, as stated on their EHCP.

- Prior to your child joining us from nursery/primary school we will: Liaise with their current nursery/school and arrange to visit your child in their setting (if local).
- Meet with you to discuss and plan the transition of your child into our school.
- Offer additional transition visits.
- Provide the nursery and you with photos of our reception environment and key adults. Where a child is joining in a year other than reception, we will take photos of key adults and their learning environment. These photos can be used to help prepare your child; a social story or transition booklet may also be created for your child.
- Offer children the opportunity to visit the day before the school term starts to meet their teacher and see their classroom in a quiet and calm manner.

## **13. How does the school support pupils with disabilities?**

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Kew Riverside Primary School prides itself on being an inclusive school and welcomes students with a variety of physical and neurodiverse needs. We are ambitious and care for all our pupils.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Review is also made yearly of the staff's training needs to ensure they have the expertise to meet the needs of all learners in accessing the curriculum. The school also works hard to ensure resourcing is appropriate to enable curriculum delivery to all learners. This includes physical learning resources, online learning support and human resourcing to support children with disabilities to access education successfully. We ensure that all learners have access to a broad and balanced curriculum regardless of disability.

Kew Riverside Primary School's accessibility plan can be found on the [webpage](#). It contains detailed information about how we continue to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide;
- improve the availability of accessible information to disabled pupils;

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

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

- By taking a whole school approach to supporting children's mental health and social development through our Personal Social Health Education (PSHE) curriculum which teaches children and young people emotional literacy, social and life-long skills.
  - Through Zones of Regulation which is a whole school approach to foster self-regulation and emotional control.
  - Referral to Mental Health Service Team (MHST) who provide short blocks of mental health and wellbeing support.
  - Through targeted interventions such as:
    - Emotional Literacy Support Assistant, (ELSA) session
- by taking a 'zero tolerance' approach to bullying. Children are all taught what bullying is and why it is unacceptable. Staff are trained to be equipped to deal with any incidents. (For more information please read East Sheen Primary School's 'Anti-bullying Policy').

Our Mental Health Lead is Ardeep Viridi

Our Mental Health First Aider is Jessica Tuckey.

## 15. What support will be available for my child to transition between nursery, classes, schools or settings?

### Between years

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

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

## **Between schools**

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

## **Between Phases (Nursery to Primary)**

The SENCO will meet with nursery Key Workers. They will discuss the needs of all the children who are receiving SEN support or on a path to an EHCP.

Meetings will include:

- Smooth Transition Meeting organised by AfC
- Visits to meet Nursery Key Workers and child in nursery settings
- 'Steps to Reception' Visits throughout Summer 2 Term
- Home visits in September
- Staggered Start in Autumn 1 in small groups

## **Between phases (for primary schools)**

The SENCOs of the secondary schools will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Transition workshops for primary pupils delivered by our Educational Wellbeing Practitioner via MHST
- 1:1 ELSA sessions

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

Ardeep Viridi is the designated lead for looked-after children and previously looked-after children.

Ardeep Viridi will work with Lisa Melessaccio, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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

Complaints about SEN provision in our school should be made to the class teacher, Lisa Melessaccio (SENDCO) or Ardeep Virdi (Headteacher) in the first instance. They will then be referred to the school's [complaints policy](#).

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

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

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

You can make a claim about alleged discrimination regarding:

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

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal with the support of a neutral third party. If you live in the Richmond borough and wish to consider or request mediation, please contact the Richmond disagreement resolution and mediation provider, Kids Special Educational Needs and Disability (SEND) Mediation and Disagreement Resolution Service.

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

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

To see what support is available to you locally, have a look at the local offer for the borough where you live:

[Richmond and Kingston's Local Offer](#)

[Hammersmith and Fulham's Local Offer](#)

[Hounslow's Local Offer](#)

Every local authority has an independent organisation to provide advice about special educational needs. You can contact our local special educational needs and disabilities information advice and support services (SENDIASS) organisations through the following links:

[Richmond and Kingston](#)

[Hammersmith and Fulham](#)

[Hounslow](#)

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

Ruils – Advice on Independent Living

Skylarks – Provide advice about therapies, activities and services for children.

ADHD Embrace – Provide advice, training on ADHD.

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

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

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages