

# Burlington Junior School



## SEND Information Report 2020-21

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## 1. Introduction

Burlington Junior School is a mainstream four-form entry setting. We believe that all children have a right to a full and rounded education, which will enable them to achieve their full potential. At Burlington Junior School we are proud of our strong inclusive values and ethos. We endeavour to meet the needs of all learners be it academic, emotional, physical or behavioural.

All schools in the Royal Borough of Kingston follow a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Information about how the Local Authority supports children with SEND in its maintained schools can be found in the SEND local offer at:

- Local Offer website: [https://kr.afcinfo.org.uk/local\\_offer](https://kr.afcinfo.org.uk/local_offer)
- Email address for enquiries and feedback: <mailto:sendlocaloffer@achievingforchildren.org.uk>
- Phone number for enquiries: **020 8547 4722**

This SEND information report sets out the way in which we support children with special educational needs and disabilities in our school.

## 2. What is special education needs?

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

- a) Have a significantly greater difficulty in learning than the majority of others of the same age or <sup>[L]</sup><sub>[SEP]</sub>
- b) Have a disability, which prevents or hinders them from making use of educational facilities of the kind generally provided for others of the same age in a mainstream school. <sup>[L]</sup><sub>[SEP]</sub>

The following four areas of need broadly define special educational needs:

- ☐ Communication and interaction <sup>[L]</sup><sub>[SEP]</sub>
- ☐ Cognition and learning <sup>[L]</sup><sub>[SEP]</sub>
- ☐ Social, emotional and mental health <sup>[L]</sup><sub>[SEP]</sub>
- ☐ Sensory and/or physical needs <sup>[L]</sup><sub>[SEP]</sub>

## 3. What kind of provision for children with SEND is made at Burlington Juniors School?

### **‘Building foundations for life’**

#### **Our Vision:**

Burlington Junior School inspires each individual child on their educational journey towards a lifelong love of learning and knowledge.

Our mission: Staff are committed to:

- Providing a creative inspiring curriculum, that provides memorable learning experiences.
- Guiding children on their educational journey towards personal and academic success.
- Creating a safe, caring environment where everyone is happy and can achieve.
- Working in partnership with our community to celebrate, respect and embrace our diversity.

We are committed to providing an appropriate and high quality education to all the children in our school. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We are committed to inclusion.

Special education provision is that which is additional to or different from the provision made generally to other children of the same age. This means that the provision goes beyond the usual differentiated approaches that are provided as part of the high quality personalised teaching that all children receive. It may be provided from within the setting or involve a range of specialist services. At Burlington Junior School we are able to support children with:

- Autism
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Social and emotional difficulties
- Speech and language and communication difficulties
- Genetic disorders
- Hearing impairment
- Visual impairment

Where other kinds of difficulties present with which we are less familiar, we are able to access specialist training and advice so that these kinds of needs can be met.

#### 4. Who can I talk to about my child's difficulties with learning, SEN or disability?

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

- In the first instance speak to your child's class teacher.
- If you require further information or support make an appointment to meet with the school SENCO, Caroline Case or email her at [caroline.case@bjs.rbksch.org](mailto:caroline.case@bjs.rbksch.org) or [admin@bjs.rbksch.org](mailto:admin@bjs.rbksch.org)
- You may also contact the head teacher, Pip Utting, by making an appointment through the office.

If you still remain concerned you may choose to contact the SEND Governor who has responsibility for ensuring that the necessary support is provided for any child with SEND attending the school. This is Ann Bastow.

## 5. What will the school do if they have concerns about my child's progress?

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

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

In line with the SEN Code of Practice 2014 we operate a graduated response to possible special educational needs, following the "assess-plan-do-review" model. This means that we plan and provide additional support for your child, which is reviewed on a regular basis. We aim to involve you at every stage of this process. If we feel your child may benefit from the support of outside professionals we will ask for your permission to make a referral.

## 6. What different types of support are available for my child at Burlington Junior School? .

Class teachers offer excellent personalised classroom teaching know as **quality first teaching**, ensuring that learning is differentiated in order to meet the needs of the individual. All teachers are teachers of SEND. Your child's class teacher will oversee, plan and work with children with SEND in their class.

### Wave 1 Intervention - Class teacher input

As part of **quality first teaching**, class teachers will:

- Have the highest possible expectations for your child's progress.
- Ensure that the progress and attainment of your child is closely tracked through on going assessment and that children making less than expected progress are identified.
- Make necessary adjustments in class to help to ensure that all learners are able to access the curriculum.
- Work with the SENCO and, where appropriate, outside agencies, to ensure that your child receives the relevant additional support/intervention.

- Write Personal Passport and Education Plans in each of the autumn, spring and summer terms and share and review these with the child, parents and the SENCO.
- Conference children to help them identify next steps and build on successes.
- Ensure that there is an ongoing and open dialogue about the needs of individuals and that parents, staff and professionals involved with the child are kept informed and updated.
- Attend termly progress meetings to track the attainment and progress of their children.
- Be vigilant and ensuring that concerns are acted upon swiftly.
- Employ specific strategies, which may include visual or practical support.
- Use additional adults effectively to support children's learning.

### Wave 2 Intervention – Targeted support for individuals or small groups.

Termly pupil progress meetings ensure that the attainment and progress of all of our children is closely monitored and that the need for intervention/support is identified quickly. At these meetings we make decisions to either put in place an intervention where it is required or remove it when progress has been achieved. Intervention groups can take place inside the classroom or outside in group areas, these can vary in size from small groups or on a 1: 1 basis. We are able to offer a range of support for children who have specific gaps in their understanding or area of learning. This might include:

- Read Write Inc. – a structured phonics and reading programme
- Small maths or English group teaching or revisiting specific skills
- Speech and Language support programmes
- Colourful semantics- a structured approach to develop sentence building skills
- Narrative group – to develop key skills of identifying who, what, where, when, in stories
- Gross and fine motor skills programmes – occupational therapy and Jump Ahead
- Handwriting support – to develop hand strength, co-ordination and letter formation
- Lego therapy- an approach to develop turn taking and social skills
- Social skills groups to develop understanding of emotions and social conventions –Such as the Talkabout package and Zones of Regulation
- Precision teaching – to develop automaticity in recall of specific facts
- Quiet areas and individual work stations
- Vocabulary pre teaching and word walls in classrooms
- ELSA – Emotional Literacy Support assistants will run sessions on emotions, helping to children to learn to self-regulate and understand their emotions.
- Circle of friends- to support developing friendships
- 1 to 1 reading support or small guided reading sessions to develop reading skills
- Memory magic – to develop tricks in aiding memory recall
- Spelling support to develop strategies to learn spellings
- High frequency words – to develop quick sight recall of high frequency words to develop fluency in reading.
- Toe by Toe - a programme for children struggling to read

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

### Wave 3 Intervention – Specialist support for those with SEND

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

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

### 7. How does the school communicate with me and my child about their special educational provision?

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

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

Your child will be invited to these meetings so that they can contribute to the conversations and are fully involved in agreeing the desired outcomes/targets. Some of these review meetings will coincide with parent meetings and others will take place in the school day and you will be invited to an appointment.

Children with an **EHCP** (Educational Health Care Plan) will be fully involved in their termly and annual progress review meetings. They will be encouraged to give their views in preparation for the meeting and will be asked to comment on what has gone well for them, what they may need more help with and what they feel their next steps should be. Younger children or those with little language will have opportunities to contribute their view through a variety of means using pictures and symbols. All children will be offered the opportunity to attend their own annual review.

In addition to involving parents of children with SEND, we involve all parents in the life of the school in the following ways:

- Parents are invited in to hear children read or support in any ways in which they feel they have an expertise (cooking, Art/DT)
- Parents are invited to curriculum information evenings throughout the year.
- Parents are invited in to Parent Forum meetings held termly

- Parents are invited in to 'Thank you' assemblies held yearly
- Coffee mornings for parents of children with SEND
- Parents are invited in to their child's class for the morning on a termly basis to see what their children are learning in class
- Parents are invited to class assemblies
- Parent Rep meetings provide the opportunity for non-child specific issues to be raised.
- Parents are welcomed to support on school trips and in class.
- Special welcome days take place throughout the school calendar year, which target family members in our community, such as Bring a Male, Bring a Female, where breakfast is served and a focus of curriculum information is shared. For example: How to best support your child with reading at home.

## 8. What is an Education, Health and Care Plan and who can request one?

From 1<sup>st</sup> September 2014 Educational Health Care Plans – (EHCP) replaces statements of special educational needs. All statements have been transferred to EHCPs by April 2018.

If your child has been identified as needing a particularly high level of individual support, which cannot be provided by the school's allocated SEN budget, then you or we may ask the local authority (LA) to make a statutory assessment of your child's needs. The LA will gather evidence from a wide range of professionals parents, the school and the child. They will decide whether to write an EHCP for your child. The process takes 20 weeks. Schools must submit two terms of plan, do, review evidence to support this process.

An EHCP will include:

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

## 9. What specialist services and expertise are available at or can be accessed by Burlington Junior School?

We have an excellent relationship with all external agencies and we regularly draw upon specialist advice from other professionals.

Agencies and support we can access through referral include:

- Educational Psychology Service
- Speech and Language Service
- School based family support worker – Terri Easty
- Occupational Therapy service (OT)



- Physiotherapy services
- Visual and Hearing Impairment Team (ESSI)
- Child and Adolescent Mental Health services (CAMHS)
- Single Point of Access (SPA)
- School nurse
- Local GPs and specialist services e.g. Diabetic nurse
- Family support service
- Drama therapy – bought in by the school
- Behaviour support services (PSS)
- ASD advice from specialist provisions in the borough
- Educational Welfare Officer (EWO)

## 10. How will the school measure the progress of my child, all children and for children at SEND support and those with an EHCP?

### **For All Children**

- From Year 3 to Year 6 pupils are assessed each half term in reading, writing and maths. Assessment shows if children are working towards, at expected or exceeding national expectations for their age group. The school's assessment tracking system enables teachers to track small steps of progress towards these expectations.
- At the end of each key stage in Year 6 children are formally assessed using standard assessment tests known as SATS.

### **For Children at SEND Support or with an EHCP.**

- All children at SEND Support level will have a SEND Support Plan setting out short-term targets, which are reviewed, termly. In addition, the class teacher, SENCO and members of the senior leadership team via the school assessment system and pupil progress tracking meetings monitor their progress.
- The progress of children who are supported through an Education, Health and Care Plan are assessed in the same way as outlined above. In addition their progress towards the outcomes and objectives outlined in their EHCP is monitored at formal annual review involving all the professionals working with the child.
- If your child is receiving additional intervention we may use other assessments, which help us to measure even more closely the progress they make when they are receiving the intervention. We aim to take a baseline measure and an end of intervention measure to track small steps of progress.

## 11. How does the school evaluate the effectiveness of its SEN provision?

- Children are assessed carefully at the beginning and end of all interventions using appropriate screening tools. For some interventions this may involve obtaining a reading, spelling or maths age or standardised score for the pupil before and after intervention. In this way the rate of progress can be ascertained and the effectiveness of the support evaluated. For other interventions an audit of skills may be conducted at the start and end of the intervention as a way judging progress. Alternatively measures such as Strengths and Difficulties Questionnaires and observation-based assessments may be used to evaluate progress of a particular intervention such as a nurture group or friendship group. Pupil self-review of skills acquired can also be used as a measure of progress.
- All children at SEN Support and those who have an EHCP will have short-term targets set relating to each intervention they are accessing. These will be set out in their Personal Passport. We operate a plan, do, review cycle and we involve pupils in taking responsibility for setting and working towards targets. At the end of each term a judgment is made as to whether the child has achieved the target set for each intervention. This process helps the school to make judgments about the effectiveness of particular interventions. Class teachers, parents and pupils meet termly to discuss the progress of the provision put in place and the targets set, these are recorded on the Personal Passport. The SENCO is responsible for monitoring the information gathered from assessments and evaluating effectiveness of SEN provision at Burlington Junior School.

## 12. Who are the other people at the school who provide support to my child and family?

**Terri Easty** is our **Home School Liaison Officer** is the first point of contact for issues relating to families. She works across both the Infant and Junior school and can be contacted by telephone on **0208 942 2687** She regularly runs a parenting class in the infants and is also an ELSA.

## 13. How are teachers and teaching assistants trained to work with pupils with SEND and what support do they have?

At Burlington we pride ourselves on the high level of support that we are able to provide for all of our children including those with SEND. We are committed to providing high quality continuous professional development for all staff. We regularly invest our resources in training staff to improve teaching and learning of all pupils including those with SEND, All staff take part in our appraisal process during which training needs are identified.

- Our staff access on-going training to develop their skills in teaching and to broaden their knowledge in meeting the needs of all children. Training is provided through group sessions, peer/outreach support and/or through 1:1 work with a qualified professional. This training covers a wide range of areas including Speech and Language support, Occupational Therapy training, Physiotherapy training and understanding and meeting the needs of children with ASD and ADHD.  
Recent training teaching staff have accessed has included: Attachment training, ASD training to develop first quality teaching, occupational health training to develop handwriting skills and self-regulating strategies, mental health awareness and use of strategies, colourful semantics, vocabulary training and hearing impairment training.
- Weekly staff meetings and termly INSET days provide training opportunities for all staff around the curriculum and wider school issues. At these times updates on school, Local Authority and national issues are shared. The SENCO has provided training on SEND reforms, LA SEN thresholds.
- Training opportunities are identified for staff supporting those children with specific needs e.g. working closely with the visual impairment team or attending Early Bird Plus sessions with parents.
- All of our Teaching Assistants have accessed speech and language specific training, phonics, zones of regulation, OT training and ASD training and further training opportunities continue to be sought. They meet weekly to share good practise, reflect and develop skills.
- All of our teachers hold Qualified Teacher Status. Some of our staff are trained in specialist areas to support special educational needs and we encourage staff to continually update their skills.
- All services offer regular training and staff development opportunities for staff at Burlington.
- Our SENCO regularly attends the termly held Local Authority meetings to ensure that she keeps up to date with local and national updates.
- In addition our New Malden and Coombe SENCO cluster group, which eight of our local schools attend, is extremely proactive. We all meet half termly and it is excellent information sharing platform and support facility for our group of SENCOs. We hold an annual event such as a Maths Fun Day where we choose a focus of need e.g. speech and language and 4 children are chosen to represent their school along with two TAs to support them. A trophy is presented to the team who have collaborated the best and who have shown resilience and improved self- help skills.
- The SENCO has recently completed postgraduate National SENCO Qualification. She has also completed the advanced skills in Dyslexia course run by the Local Authority (LA) and has a wide experience and knowledge of SEND acquired over the last 29 years of teaching.

Our support staff have received training over the last few years in the delivery of the following

- Using YARC reading assessment tool
- Social Skills/Lego Therapy / Zones of Regulation
- Phonics and Read Write Inc.
- Use of maths manipulatives
- Colourful Semantics
- Memory Magic
- Supporting learners with spelling difficulties

- Supporting learners with reading difficulties
- Working Memory
- Attention Group
- Positive Play
- Vocabulary training (Speech and Language) STAR approach

Training is given to support staff on joining the school and is delivered by the SENCO and/or other professionals as appropriate.

- New teaching assistants are assigned an experienced TA who is their mentor for the year. Furthermore, several staff have received specialist training in supporting children with social communication difficulties and Autism Spectrum Disorder and Attention Deficit Hyperactive Disorder. Two additional members of staff have received training in supporting children with speech and language delay. Speech and language experts within the Local Authority have provided this training. One member of staff is receiving specialist training for visual impairment. We have two Emotional Literacy Support Assistants who receive supervision from the Educational Psychology Service and we employ a Drama Therapist. Their role is to provide support for our children with social, emotional and mental health needs.

#### 14. How will the curriculum and environment be adapted to improve outcomes for my child with SEND?

##### How is Burlington Junior school accessible for children with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are differentiated so that your child can access their learning as independently as possible and achieve success. <sup>[1]</sup><sub>[SEP]</sub>
- Trained support staff can implement the teacher's differentiated planning to support the needs of your child where necessary or to work with them in small groups or individually. <sup>[1]</sup><sub>[SEP]</sub>
- Specific resources and strategies will be used to support your child individually and in groups, for example the use of visual support or a social story.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to the curriculum.
- Reasonable adjustments are put in place to support the needs of individual children. Examples might include offering sensory breaks, using technology to support learning or putting an individual behaviour plan in place for a child. <sup>[1]</sup><sub>[SEP]</sub> We have a dark sensory tent to provide a calm space.
- We continually review our environment to ensure that it is adapted to meet the needs of all pupils. A quiet room has been created for children who need to take time out from class and, where needed,

teachers create quiet workstations for children who find it hard to focus in a whole class situation. SEP

## 15. What kind of support is available for my child's emotional and social development?

Burlington offers a nurturing environment where the wellbeing of children takes priority. Staff are vigilant about the needs of our children and offer a high level of pastoral support. Children are encouraged to speak to a trusted adult in school if they have concerns and/or are worried. Regular Circle Time and PSHE lessons (Personal, Social, Health Education) provide scope and opportunities for children to share any concerns they may have with adults in school. Assemblies in school are also planned around key themes that help promote children's well-being.

We have a systematic and effective approach to behaviour management.

- All of our staff speak to children in a positive manner and recognise and praise them for the good choices that they make.
- Our Personal, Social, Health Education (PSHE) curriculum is embedded through all that we do. Specific PSHE sessions are timetabled weekly.
- Children are responsive to our high expectations and the rewards and sanctions that we use. Our Behaviour Policy highlights the strategies for behaviour management used across the school.
- All behaviour, including that of a low level nature is logged by all staff members completing an 'Information Sharing' document which is shared amongst key staff members. Our head teacher, deputy and assistant head monitor behaviour across the school and respond and support both staff and children in a timely and effective manner. We do not tolerate bullying in any form.
- We make the most of opportunities to promote diversity and celebrate those that have overcome barriers to become successful e.g. Diversity Week 2019 to raise a positive profile of disabilities. Children on the SEN register are represented on our School Council,
- Junior Road safety Officers and our House Captain system.
- We have a 'Merit' assembly every week where children who have completed good work and who also have made good choices are awarded a merit.
- Our SENCO takes focus children for nurture and small group and 1:1 time on a needs basis. She is visible around the school and has an acute awareness of the needs of the children liaises closely with children, parents and staff.
- We create personalised 1 to 5 scales for some pupils to help them identify their emotions and reactions and develop strategies to help them self-regulate their emotions. We use the language of zones of regulation to help everyone talk about how they feel and strategies they will use.
- We model restorative justice approach to help children repair difficult situations.
- The school has two Emotional Literacy Support Assistants (ELSAs) who both support the emotional wellbeing of our children.

- We have a Drama Therapist, whose focus is to work with identified children, who require additional emotional support once a week. Our Drama Therapist liaises with the parents of those whom she supports.

## 16. How will my child be included in activities outside the classroom

‘Reasonable adjustments’ may need to be made in order for children with SEN to access extra-curricular activities and trips. This will be achieved in discussion with parents and carers. If pupils require additional support to prepare them for an extra-curricular activity, school trip, residential trip or change to the timetable, careful plans are put in place. We are thorough and rigorous in our efforts to ensure that children with SEND are able to access trips including residential trips in the full knowledge that they will feel safe and happy away from home. We do this by meeting with parents prior to any school visit to enable us to capture any requirements needed for their child to make the event successful. We encourage all our pupils to participate in the wider curriculum.

## 17. How will the school support my child with transitions when they are moving to a new class or school?

At Burlington we strive to make transitions for our children as smooth as possible. We are aware that for many children, including those with SEN, transition times can be times of great anxiety. As a result, we ensure transitions for children both from Year 2 from Burlington Infant and Nursery school and from Year 6 to Secondary Schools or simply from one class to the next are thoroughly planned for. We consider the needs of the children.

### If your child is moving to another school:

- We will contact the new school’s SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

### When your child is moving classes in school :

- We take time to speak with parents and children about the transition that is to take place. We take this opportunity to find out what might help during transition.
- We use social stories and comic strip conversations to prepare children for times of change.
- We arrange visits to the new class or school and ensure that key areas are visited and that staff class are available to meet with and to talk to.
- We hold transition meetings with parents and new teachers.
- Teachers have a comprehensive handover session with the teacher of the class that is due to receive our children.

### Transition to Secondary School:

- Our SENCO attends a transition hand over day at a local Kingston venue where historic written information we hold about the child on the SEND register can be handed over to the new feeder schools. This comprehensive meeting also provides an opportunity for information sharing to ensure the best transition possible for the SEND children.
- Children with specific needs move on with a communication passport containing all of the important information that staff should know about them. This includes information key to making the settling process smoother for them.
- If your child has an EHCP transfer options will be discussed at their year 5 annual review and their EHCP will be updated with KS3 objectives ready for transfer. Parents are strongly advised to visit secondary schools before making a choice. <sup>[1]</sup><sub>[SEP]</sub>
- If the child requires additional support or outside agencies is involved we strive to ensure it is in place before the pupil starts.
- Transition meetings take place in the second part of the summer term. In cases where the child is moving to a new school, the SENCo from that school will be present. We can arrange additional visits for the children to help with transition.
- All children transitioning within or into Burlington will be able to download the school prospectus from our school website: <http://www.burlingtonj.kingston.sch.uk/page/?title=Prospectus&pid=27> which tells them all about our school and their class and support staff.

#### 18. How does the governing body involve other agencies including health, social services, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and their families?

- At Burlington Juniors we engage with a wide range of outside agencies in meeting the needs of children with SEND and their families. We are able to access health support for our children through direct referral to speech and language therapy and occupational therapy services. We can also access a range of other health referrals through our attached school nurse and health visitors to involve professionals such as community pediatricians and dieticians. <sup>[1]</sup><sub>[SEP]</sub>
- Where we are concerned about a child's wellbeing or if there are safeguarding issues we make referrals to the Single Point of Access (SPA) requesting the involvement of relevant professionals. The school routinely works alongside professionals from social services to support families of children with SEND. <sup>[1]</sup><sub>[SEP]</sub>
- Where there are concerns about a child's development or social and emotional issues we are able request the involvement of the Child and Adolescent Mental Health Services (CAMHS) for support and onward referral. <sup>[1]</sup><sub>[SEP]</sub>
- The school is always open to working with voluntary bodies, such as Young Carers to support children. In addition we signpost parents to local organisations who can provide independent support and

advice relating the SEN and disability. Links to these organisations can be found at the end of this document. [SEP]

## 19. What are the arrangements for handling complaints about SEND?

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

## 20. Where can I find further information about how my child will be supported in school?

We can provide you with further details about the support services available to you and your child beyond the school. If you would like further information do contact **Mrs Case**, school SENCO and take a look at the links below.

**The Local Offer** is a website that 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. Please note: families from outside the boroughs of Kingston and Richmond will need to refer to the SEND Local Offer in their home local authority.

[https://kr.afcinfo.org.uk/local\\_offer](https://kr.afcinfo.org.uk/local_offer)

**The Richmond-Kingston SEND Information, Advice and Support Service (SENDIASS)** managed by the national charity Kids, is friendly team of local advisors who offer impartial advice and support on all matters relating to Special Educational Needs and or Disability. This service is for parents/carers who have a child/children up to the age of 25 that has/have a Special Educational Needs and young people aged 16 -25 who have Special Educational Needs. Their aim is to enable you to make informed decisions. They provide impartial, confidential advice and information for families around Education, Health and Care. KIDS operate an open referral system. Parents can ring or e-mail to make a referral into the service - if your call is not answered, please leave a message and they will return your call. **This service is free-** contact details are below

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

- Phone : 020 3793 9596
- website <https://www.kids.org.uk/richmond-and-kingston-sendiass>
- email: [RichmondKingston@kids.org](mailto:RichmondKingston@kids.org)

**Kingston Young Carers :** <https://kingstoncarers.org.uk/young-carers/>

**To be reviewed September 2021**



