What is SEND?

A child or young person has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. The number of pupils with an EHC plan has increased to 6.0%, from 5.3% in 2025. The number of pupils with SEN (SEN support) but no EHC plan has increased by 2.8% from 14.2% in 2025.The most common type of need for those with an EHC plan is autistic spectrum condition and for those with SEN support is speech, language and communication needs.

The SEND Code of Practice (2014) identifies four areas of special educational need and support:

- **Cognition and learning needs (COG) -** specific learning difficulty (SpLD), moderate learning difficulty (MLD), severe learning difficulty (SLD), and profound and multiple learning difficulty (PMLD);
- **Social Emotional Mental Health (SEMH)**;
- **Communication and interaction needs (CI) -** speech, language and communication needs (SLCN), and autistic spectrum disorders (ASD);
- **Sensory and/or physical needs (SIP) -** visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), and physical disability (PD). Pupils with medical needs are usually included in the sensory and physical needs section.

It is important to recognise that individual children often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEND, and children with Autism may have needs across all areas. It is also worthy of note that a child can have a disability but not have any special educational needs arising from that disability that may require additional support in school.

If you are concerned that your child may have SEND, in the first instance, please speak to your child's class teacher. Alternatively, our SENDCO (Special Educational Needs and Disabilities Co-ordinator), Mrs Laws, can provide you with information regarding the process of gaining an official diagnosis and whether or not this is necessary in order to fully support your child. Further information can be found on the Achieving for Children Local Offer at https://www.afcinfo.org.uk/local_offer?mode=large

What are 'SEND Support' and the 'Graduated Approach'?

In the SEND Code of Practice (2014) when a pupil is identified as having SEND, the school should apply 'SEND Support', which means taking action to remove barriers to the child's learning and put effective special educational provision in place, in order to enable the pupil to participate, learn and make progress.

SEND support

SEND support arises from a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

This is known as the **graduated approach**. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised as it progressively draws on approaches that are more detailed, more frequent review and more specialist expertise in successive cycles in order to tailor intervention and support to the individual needs of our SEND pupils.

The graduated approach is revisited in increasing detail and with increasing frequency in order to identify the best way of securing good progress for the pupil. If, after applying the graduated approach, the child makes good progress and no longer requires the need for additional or different resources, the child is then removed from 'SEND support' following consultation with parents/carers.

The Graduated Approach



What is an EHCP?
An Education, Health & Care Plan or EHCP is an official document that sets out the education, health, and social care needs of a child or young person. They note the reasonable adjustments schools or colleges need to make, what extra support or therapy the child is entitled to and what kind of school or college can meet their needs. The process of a pupil receiving an EHCP is firmly rooted in the **graduated approach**. EHCPs are not automatically issued following diagnosis but are awarded where great need is demonstrated following a Local Authority panel meeting. Pupils who require an EHCP are likely to be more complex than those who a Learning Support Plan is sufficient, and the approach to meeting these needs will be even more personalised and individualised. Provision is organised around the planned outcomes written in the pupil's EHC plan which are agreed prior to the EHCP being agreed by parents/carers. Further information for parents/carers can be found on the Achieving for Children Local Offer at https://www.afcinfo.org.uk/local_offer?mode=large

What arrangements are made for the admission of pupils with disabilities?
In the case of a pupil with an Education, Health and Care Plan (EHCP), the Local Authority will consult with the school to see whether the school is able to meet the child's individual needs. If the school is able to meet the child's needs, then a plan to support the child starting at St Agatha's is agreed. For pupils without an EHCP, children with SEND are afforded the same rights as other children in terms of their admission to our school. Pupils are admitted without reference to aptitude or ability, and governors have a non-discriminatory policy in relation to children with SEND. We would request that upon admission, any prior knowledge of SEN, parental concerns or concerns raised by previous settings are disclosed to the school in order that provision can be planned and put in place to ensure the best possible start.

How does the school identify that a pupil has SEND?
In the 'assess' stage of the graduated response approach, our class teachers gain a growing understanding of a pupil's needs. All pupils at St. Agatha's are continually assessed and monitored by the class teacher through formative assessment and termly summative assessments against age-related expectations and national expectations.

Whole school tracking informs pupil progress meetings that take place each term between class teachers and the senior leadership team, to discuss individual need and any further support required in order to secure progression. Analysis of data - including the EYFS Profile, Standard Attainment Tests (SATs), Cognitive Ability Tests (CATs), reading ages and termly pupil assessments may indicate the cause of a child's difficulties and suggest what might need to be done to get a pupil back on track.

When a pupil is not making expected progress despite high-quality, suitably differentiated teaching and small group intervention, our class teachers will draw upon the following in order to request SENDCO involvement:

- Their assessment and knowledge of the pupil;
- Information on the pupil's progress, attainment and behaviour;
- The individual's development in comparison with their peers;
- The views and experience of parents;
- The pupil's own views.

The class teacher and SENDCO work together to identify a pupil's SEND and support their needs through identifying key concerns, pupil/teacher observations and information from assessments already carried out. The SENDCO may seek more specialist advice and assessments, for example from a Speech and Language Therapist or an Educational Psychologist.

What is the school's ethos/approach to teaching pupils with SEND and Disability?
The life of St Agatha's School is centred on our Catholic faith. We value and encourage the uniqueness of each child and recognise that everyone has a positive contribution to make to the life of the school community. Staff, Governors, pupils and parents/carers work together to create an environment in which we seek to understand individual pupils; fostering and encouraging an individual's strengths and supporting weakness through inclusive classroom practice and quality first teaching. It is our aim to celebrate neurodiversity and encourage creativity in order to allow all pupils to access their learning, make the greatest possible progress and reach their full potential.

How does the school make provision for pupils with SEND?
We utilise the expertise of class teachers, the SENDCO, teaching assistants, the head teacher and specialist outside agencies in order to ensure SEND pupils are correctly supported. The class teacher is responsible for overseeing, planning and regularly working with SEND pupils and their parents/carers in order to correctly support a child's development and monitor their progress and attainment.

Our SENDCO, Mrs Laws, provides professional guidance to colleagues and works closely with parents/carers and with other agencies. Mrs Laws is responsible for overseeing the support for each child receiving 'SEND support' and for monitoring the effectiveness of provision.

When medication is prescribed for attention-deficit/hyperactive (ADHD) disorder it is usually as part of a comprehensive treatment programme and always under the supervision of a specialist in childhood behavioural conditions. A lunch time dose of medication may be required to control the child's symptoms during the afternoon, thus allowing effective learning to take place. The day-to-day administration of ADHD medication should be discussed on an individual basis with our SENDCO and the head teacher.

What teaching approaches are used and what additional provision might be available?
For pupils requiring SEND support, there are two areas that need to be considered when planning provision:
• High-quality class and/or subject teaching
• Targeted provision.

<u>High-quality class and/or subject teaching</u>
It is an expectation that the first step in responding to a pupil's identified needs is for class teachers to provide 'quality first' (wave 1) teaching. Our teachers adapt the curriculum, learning environment and their practice in order to meet the needs of pupils with Special Educational Needs and Disabilities. The SENDCO supports the class teacher in determining the kind of adjustments to the teaching that would be most effective where necessary.

At St. Agatha's, teachers carefully plan lessons to build upon prior learning and take into account pupil strengths in order to maximise full learning potential and remove barriers to learning. Teachers make explicit links between previous and new learning, and ensure that all pupils know and understand the purpose of their learning through sharing clear learning intentions. Teachers break tasks down into manageable sizes using 'steps to success' and pupils discuss their progress against the learning intention. Opportunities are given throughout lessons for pupils to utilise a 'talking partner' in order to scaffold their understanding. Lessons are appropriately differentiated and activities are motivational, multisensory and offer alternative outcomes where suitable. Our teachers endeavour to boost pupil self-esteem and have high expectations for all pupils in their class. Due to this, the class teacher and TA will support and extend varying groups of pupils in their class as well as setting work that pupils can manage independently. All children are encouraged to be independent learners and to self-reflect upon their work, which may involve editing with a 'Purple Polishing Pen'. Formative assessment of all pupils in each lesson informs the teacher's future planning and raises their awareness of individual need.

Learning environment adjustments are made, such as utilising reader friendly fonts and coloured interactive whiteboard backgrounds to reduce visual stress and glare. Classrooms are equipped with clearly marked and neatly arranged resources so that they can be found easily and classrooms are organised so that there is little movement around the room, which is kept as quiet as possible. When completing displays, teachers consider pupil accessibility and pupil work fully reflects the achievements of the range of learners in the class. Key Classroom areas have visual signs and labels, and English and Maths learning walls are relevant and referred to regularly. All classrooms display a visual timetable for each day in order to inform pupils of the day ahead.

Pupils are provided with hands-on resources, such as Numicon, and vocabulary and topic word banks are provided in order to support pupil understanding. All class teachers consider individual pupil seating plans, both at the table and on the carpet. Pupils may be nominated a 'peer buddy' in the form of a carefully selected talk partner, to enable the scaffolding of their learning. Teachers give pupils 'think time' to allow pupils to process verbal or visual information and reduce memory load by, for example, using signal words.

In some Physical Education (P.E.) activities, SEND pupils will be able to take part in the same way as their peers. In others, some modifications or adjustments need to be made to include everyone. Some pupils may require adapted, modified or alternative activities, offering an equivalent degree of challenge to those in the programmes of study and that enable the pupils to make progress. Other pupils may need specific support in order to take part in certain activities or types of movement, or careful management of their physical regime to allow for their specific medical conditions. Alternatively, for some P.E. lessons, a 'parallel' activity for SEND pupils may be provided so that they can work towards the same lesson objectives as their peers, but in a different

way. Occasionally, pupils with SEND will have to work on different activities, or towards different objectives, from their peers. Just as with classroom-based lessons, P.E. is carefully planned and differentiated with careful consideration of individual needs.

Further increased modifications to the learning environment may be required in order that a pupil can fully access their learning. The pupil may require equipment such as: a wobble cushion; pencil grip; an individual sloped writing board; individual timers; individual timetable; sound field system; workstations; weighted blankets; a nominated quiet area; or assistive technology that is provided by the school, to aid access to the curriculum. The school is committed to the integration and inclusion of pupils with a wider range of physical needs, and has installed access ramps and toilet facilities to improve accessibility in accordance with the Equality Act (2010) and the Equality Act 2010 (Disability) Regulations. All needs are discussed on an individual basis.

Please see our Accessibility Plan here.

Access Arrangements

Some SEND pupils may require additional arrangements to be put in place, so that they can take part in summative tests. Access arrangements are pre-examination adjustments that are made for pupils based on evidence of need and their normal way of working. Head teachers and teachers must consider whether any of their pupils will require access arrangements, before they administer the tests. Access arrangements should be based primarily on normal classroom practice and they must never provide an unfair advantage. The support given must not change the test questions and the answers must be the pupils' own. Access arrangements might be used to support pupils:

- who have difficulty reading
- who have difficulty writing
- with a hearing impairment
- with a visual impairment
- who use sign language
- who have difficulty concentrating
- who have processing difficulties

Due to the diversity of pupils' needs, the above list is guidance and does not list every circumstance where it would be appropriate to use access arrangements. Should you have concerns regarding your child's ability to access summative tests, please speak to your child's class teacher or our SENDCO.

Targeted provision

Wave 2 provision is provision that is additional to or different, from that made for the majority of pupils in the school. It is overseen by class teachers. This provision is time-bonded and intended to accelerate pupil progress and enable a pupil to work at age-related expectations. It is available to all children based upon current needs and is not exclusive to those pupils on 'SEND support'. Our teachers work closely with teaching assistants and specialist staff to plan and assess the impact of interventions.

Wave 3 provision is focused, specialist intervention that is usually delivered one-to-one by a trained specialist. Wave 3 work tackles fundamental errors, misconceptions and gaps in knowledge or understanding that are preventing a pupil making progress and is implemented following consultation with specialist staff and the SENDCO. This provision is reserved for pupils receiving 'SEND Support' and is monitored by the SENDCO and reviewed termly with parents/carers.

Below are details of targeted provision often used to support our pupils:

Area of Need:	**Communication and Interaction**	**Cognition and Learning**	**Sensory and/or Physical Needs**	**Social, Emotional and Mental Health**
Wave 2	Colourful Semantics Narrative Group Language for Thinking Group Time to Talk (N) Talkabout Communication Cookbook School Start 'Sound Awareness' School Start 'Language Group'	SMART English Target support SMART Mathematics Target support Home learning Club Reading and Thinking Nessy Reading and Spelling SNIP Spellings	PenPals Handwriting Group OT boxes Sensory room exercises	Socially Speaking Learning Mentor Morning nurture sessions

Wave 3	Language for Thinking Think Social! Intensive Language Package Social Stories School Start 'Sound Awareness' School Start 'Language Group' Attention Autism Lego Therapy Black Sheep Programme	Specific Literacy Support Inference Training Specific Maths Support Memory Magic Pre-teaching Post-teaching	1-1 OT programmes BBC Dance Mat or Touch Typing.com Teacher of the Deaf/ Blind support package Sensory Room	ELSA Nurture Group Zones of Regulation MHST 1-1 therapy support from an outside professional Play Therapy from a trained therapist

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

We have a school ethos of being kind, caring and supportive to all our pupils. The child's class teacher has the overall responsibility for the pastoral, medical and social care of each child in their class and they deliver personal, social, health and economic lessons through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

If you have any concerns surrounding your child's personal well-being, please, in the first instance, meet with their class teacher. If additional support is required, the class teacher and parents/carers will meet with the SENDCO for further discussion and/or advice. Across the school, all staff and pupils follow a reward system in order to encourage positive choices and St. Agatha's has clear expectations of behaviour.

To ensure consistency, behaviour expectations are set out in our Behaviour Policy, which uses a 'relationship approach to positive behaviour management'. As an Attachment Aware School, we use the knowledge of attachment and trauma as the cornerstone of this policy. We use PACE (Playfulness, Acceptance, Curiosity and Empathy) and restorative approaches to ensure positive interactions that build relationships and The Zones of Regulation as a whole school approach, in supporting children to understand their own and others' emotions and to learn to self-regulate.

At times, for individual children, the behaviour policy is adapted to appropriately match their individual needs and some may have a Behaviour Plan. Rewards and consequences used with children is appropriate to their needs and abilities. Teachers have regard to the level of maturity of each child and their educational/ emotional needs. Children on the SEND register will have a Learning Passport and a Pupil Profile that may include individualised behaviour targets and strategies.

For those pupils who require greater social and emotional support, the child may be included in small group intervention in order to raise their social standing or awareness or they may require an individually tailored in class support programme in order to improve self-regulation skills. Other strategies used by the school in order to support inclusion are the employment of a mentor who can be nominated by the pupils as a 'go to' adult to talk through anxieties or incidents and a 'learning mentor' to share a piece of work that they are particularly proud of. We also employ an experienced Emotional Literacy Assistant (ELSA), who works 1:1 with children who are experiencing social, emotional, communication difficulties. In some instances, with parental permission, outside agencies such as Achieving for Children's Mental Health Support Service, Children's and Adult's Mental Health Service (CAMHS) or the Educational Psychology Service may be contacted for further professional advice or to work with the pupil, school and parents/carers.

When a child is distressed and their behaviour is out of control, they may engage in behaviours that require physical support from supporting adults e.g. to ensure the safety of the child or others. This will always be a last resort and strategies will be used to de-escalate and redirect the behaviour in the first instance. Please see the Behaviour Policy for more information which can be found here - St Agatha's Catholic Primary School - Pastoral Care Policies

How are pupils with SEND included in school life with pupils who do not have SEND beyond the day to day curriculum?

We are committed to ensuring that our SEND pupils have the opportunity to join in with all the activities of the school. We aim for all children to be included in all after school clubs as well as on school trips and we provide the necessary level of support to ensure this is possible. A risk assessment is carried out before any off-site activity takes place, in order to ensure the health and safety of everyone and the school works closely with parents/carers to ensure individual needs are met. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative arrangements will be made in consultation with parents/carers. For a comprehensive list of the clubs on offer at St. Agatha's, please visit St Agatha's Catholic Primary School - School Clubs

If you have concerns regarding the inclusion of your child in one of our clubs or a day/residential trip, please speak to the class teacher or contact our SENDCO.

How does the school plan and monitor pupil progress towards outcomes?
Teachers routinely monitor and review pupils' progress towards planned outcomes established in Learning Support Plans (LSPs), both formally and informally. Through utilising LSP targets, pupil interviews and whole class data analysis, class teachers evaluate pupil understanding, identify further needs, and identify progress. Parents/carers are invited to Autumn and Spring Term parent consultations, at which the impact and effectiveness of provision and progress towards outcomes is discussed with the class teacher. They can make an additional appointment with the SENCO at this time, if they wish. In the Sumer Term, parents receive a School Report, plus their final years Learning Support Plans (LSP), which has been reviewed by the class teacher and SENDCO collaboratively. This process enables the tracking of SEND pupil progress towards outcomes and ensures a child-centred collaborative approach, in which the pupil and their parents/carers feel heard and valued. It is not necessary for teachers to wait for termly formal review meetings before reviewing and, if appropriate, making changes to LSPs, their teaching approaches or other provision.

The impact and quality of support and interventions for pupils on SEND support is evaluated by the SENDCO through data analysis; lesson observation; book looks and learning walks, as well as collection of the views of the pupil and their parents/carers and discussion with any involved specialists. This feeds into the analysis of the pupil's needs at their review meetings and the LSP is revised in light of this. The SENDCO also shares their findings with the school's Senior Leadership Team and with the SEND Governor.

How will I be involved in discussions about my child's progress?
Our school is committed to collaborative communication with our pupils and their parents/carers. Where a class teacher has concerns that a child's progress is significantly slower than that of their peers starting from the same baseline; fails to match or better their previous rate of progress; fails to close the attainment gap between themselves and their peers; widens the attainment gap; or if there is a need to make additional progress with wider development or social needs, teacher concerns will first be shared with parents/carers.

Should the above concerns persist despite inclusive, 'quality first' teaching and targeted small group intervention, the child may require 'SEND support'. This is discussed with parents/carers in a meeting with their child's class teacher and the SENCO where parents can also raise concerns and discuss their aspirations for their child. At this juncture, a Learning Support Plan (LSP) is created so that individualised support, targets and outcomes are put in place for the pupil.

When creating a LSP, the views, strengths and needs of the child are taken into account, whilst outcomes are agreed. Specific, measurable, agreed-upon, realistic and time-bonded (SMART) targets are then discussed in order to facilitate pupil progress towards outcomes. Parents are invited to parent/teacher meetings at which pupil progress towards targets and outcomes is discussed with the class teacher. There is an opportunity at these times, to make an appointment with the SENDCO should they wish to discuss aspects of the child's SEN pathway.

If a pupil still makes little or no progress, it may be necessary for the SENDCO to involve outside agencies such as a Speech and Language Therapist or an Educational Psychologist to provide specialist assessment, advice or teaching in order to remove the child's barrier to learning. Parents/carers are invited to meetings with external agencies or specialist teachers and are kept fully informed of any individual work undertaken. Review meetings with professionals feed into LSPs and this document is updated accordingly.

How does the school involve children with SEND in their education and in the decision-making process?
Children have the right to express their views on matters concerning school life. PHSE lessons regularly take place where pupils have the opportunity to discuss any issues. We have a School Council where children are encouraged to share views and opinions about the school. Every classroom has a 'worry box', which gives the children an opportunity to share any concerns with their class teacher.

In assessing a SEND pupil's needs and planning the correct provision, the views of the child are sought and discussed as part of person-centred planning. This is usually accomplished through pupil questionnaires, or an informal interview with a trusted adult. Pupils are encouraged to identify Learning Support Plan targets in their own work or practice, and are therefore able to be involved in the review of these at termly meetings. During the EHCP process, the SENDCO is able to support the family in completing 'Section A' should this be required.

How do we maintain a high level of expertise, training and experience of school staff in SEND?
Staff are skilled in supporting children with the various types of SEND. Our SENDCO holds the National Award for Special Educational Needs Co-ordination and the National Professional Qualification for leading behaviour and culture (NPQLBC). As well as this, she maintains her knowledge on all aspects of SEND through attending regular training and reading specialist publications, etc. She also attends Local Education Authority SENDCo forums and meetings and SEND conferences.

We utilise staff meetings and in-service training days to keep all staff informed and up to date on new SEND-related initiatives and to deliver instruction on identified areas of training need. SEND training is provided either by the SENDCO or by outside specialists such as an Educational Psychologist. Governors and parents are also invited to develop their understanding of the strengths and needs of SEND pupils through accessing training that school staff have undertaken, an example of which is the delivery of virtual training in Emotional Regulation by our SENDCO. School staff have also received training on the Social Thinking approach, Word Aware, Autism demand avoidance, Executive Functioning and Emotion Coaching Training and have had regular training from the

'Your Healthcare CIC Hearing Impaired Team' in order to enable the staff to be confident with strategies for promoting inclusive teaching for hearing impaired pupils.

In order to further support the needs of pupils on the SEND register, the school currently employs an OCR Level 5 Specialist Literacy Support teacher who provides small group or one-to-one tuition for pupils having difficulty in acquiring, retaining or applying literacy skills. We also have an Emotional Literacy Support Assistant (ELSA) who assists pupils with social, emotional, mental health difficulties and receives regular ongoing training from an educational psychologist. We send our Teaching Assistants, who deliver Intensive Speech and Language Packages, colourful semantics and narrative sessions, to regular training from the 'Your Healthcare CIC' Speech and Language team, giving them an excellent knowledge and understanding of this area of SEND. We also access specialist teaching, when necessary, an example of which are specialist teachers for the hearing impaired and visually impaired, who visit regularly when needed.

At St Agatha's we are committed to promoting effective partnerships with outside agencies. These associations play an important part in adopting the graduated approach and aid the school identify, assess and make provision for children with SEND to ensure that adequate support is provided for children with SEND. External support services play an important part. External support services can advise teachers on new targets for Learning Support Plans and provide practical support strategies. Meetings with educational/clinical psychologists, occupational therapists, social services, GPs, the school nurse, paediatricians and speech and language therapists are held, when necessary, to ensure effective collaboration in identifying, making and reviewing provision for children with SEND.

What advice is available for school staff regarding SEND? How does the school get that advice?
The SENDCO is responsible for the day-to-day operation of our SEND policy and offers guidance to school staff with regards to SEND provision. If the needs of a pupil are likely to be more than a minor concern that can be dealt with by the class teacher, the SENDCO will observe the child, talk to other staff members, look at any records that may indicate a difficulty and speak to parents/carers regarding any concerns that they may have. The SENDCO supports the identification of children with special educational needs through overseeing the graduated approach and coordinating the resulting provision for SEND pupils. This process may suggest that the child needs extra provision, or that SEND professionals need to become involved to diagnose a greater difficulty, and perhaps initiate an Education, Health and Social Care (EHC) Plan. The SENDCO continually liaises with the SEND pupil's parents, their teachers and other involved professionals and ensures that the school keeps the records of all pupils with SEND up to date.

Educational Psychology Service (EPS)
Our SENDCO works closely with the EPS with the aim of building and sustaining positive change for our pupils and their families across all stages of their education. The EPS carry out statutory work related to the assessment of pupils with special educational needs and disabilities (SEND) under the Children and Families Act (2014). This includes completing assessments for the school as part of the graduated approach and providing reports for Education Health Care Plans. The EPS also offer specialist guidance as part of the graduated approach and advice towards key development priorities at group and whole school levels.

Speech and Language Therapy
Speech and Language therapy is provided by Your Healthcare CIC and community paediatrics via Kingston Hospital. It is organised into three teams, according to individual children's ages and need: Early Years (0-4), mainstream schools team (rising 5 to 19), special schools (including provisions within mainstream schools for children with autism) (3-19). The service provides information, assessment, advice and treatment for children and young people with speech, language and communication needs (SLCN) as part of the graduated approach.

Occupational Therapy
The Occupational Therapy Service based at Moor Lane provides a coordinated community service for children and young people with significant disability and complex health needs aged 0-18 years. The Occupational Therapy team provide an assessment and advice service to children aged 0-18 years who have significant functional difficulties due to a complex, severe or enduring physical and or developmental condition which significantly affects ability to achieve potential in terms of activities of daily living. They offer advice and strategies to support children with OT needs. Where children's difficulties are primarily with school-related tasks, or where there has been no local intervention to date within a school or setting, a resource pack of activities is provided with advice and strategies to help support pupils to access the curriculum to the best of their abilities. Children may be referred to Occupational Therapy by the SENDCO after implementation of the resource pack, if there is a significant lack of progress or skills deteriorate, given a child's age and level of functioning.

School Health
The School Health Service supports young people, their carers, schools and the wider community to promote healthy lifestyles and improve and maintain health and wellbeing. The School Health team provides a service to young people up to the age of 19 who attend schools in Kingston. These include health assessments, advice, information, signposting and referrals for pupils with specific health needs, measurements of height and weight of primary school pupils as part of the National Childhood Measurement campaign, hearing screening for five year olds, support for school staff for children with health conditions and personal, social and health education sessions for groups and individuals.

Referrals
Referrals to most services can be made by any professional who knows a child well, including social care, education and health care professionals (i.e. SENDCO, School/Nursery, family support worker, key-worker, nurse, GP, paediatric consultant, dietician, speech therapist, health visitor, nurse, occupational therapist or physiotherapist). Parents or carers can make a referral for their child to the disabled children's social care team, the participation officer or the Moving Forward Service (transition to adult services).

How will the school support my child when they move schools or move towards adulthood?
At St Agatha's, pupils receiving 'SEND Support' have their learning support plan (LSP) pupil outcomes reviewed collaboratively with the class teacher and SENDCO in the Summer Term, involving discussions of what has worked well for the pupil and what could be improved. The pupil's current teacher, along with the child's parents/carers, any involved professionals, the SENDCO and other key members of staff all contribute towards this, with it forming the basis of transition information, which is communicated to the new teacher. Pupil voice is heard for this meeting.

We work closely with local primary and secondary schools to ensure smooth transition for mid and end of year pupil transfers. All relevant information, such as recent professional reports and pupil outcomes, are shared. We make arrangements for a member of staff from the new setting to meet individuals within St Agatha's and speak with key members of staff. The SENDCO attends SEND transition meetings with the secondary school SENDCOs in the Summer Term and discusses individual strengths and needs. Local secondary schools provide transition days that involve prospective pupils in a range of different activities designed to allow them to start to get to know each other and their future teachers, as well as summer transition events. SEND pupils and their parents/carers are also invited to additional transition afternoons to enable them to feel supported.

How should complaints regarding SEND provision be made and how will they be dealt with?
Any initial concerns regarding SEND should be directed to our school SENDCO, Mrs Laws. In the unlikely event that this concern becomes a complaint, please contact one of the Assistant Heads, either by telephone (0208 546 3879) or in writing. Your complaint will be investigated thoroughly and every effort will be made in order to reach a resolution. Should a resolution not be reached, it will be escalated first to the head teacher, and then to the governors. For further information regarding this procedure, please see the full complaints policy which can be found here - St Agatha's Catholic Primary School - Administration Policies

When was this information last reviewed and when will it be updated next?
This report was reviewed 14th September 2026 by the SENDCO. It will next be reviewed in September 2027.

Who in school do I contact for further information and support regarding SEND?
Please contact the SENDCO, Mrs Laws, on sendco@stagathas.school should you require any further information or support. It may be helpful for you to read the full SEND policy which you can find on the schools' website using this link St Agatha's Catholic Primary School - SEND Information (stagathas.school)

Who, outside of school, can I turn to for advice and support?
SEND Local Offer

Every local authority has a SEND Local Offer. The purpose of the local offer is to enable parents, carers, children and young people with special educational needs or disabilities to see clearly, from a single and regularly updated source, the services available to local families and how to access them. The offer covers services from birth to 25, across education, health and social care.

Kingston and Richmond children's services are provided by Achieving for Children. The SEND Local Offer sits within their AfCinfo website or you can use this direct link Local Offer website for Kingston and Richmond

If you don't live in Kingston or Richmond, your home local authority will also have a SEND Local Offer.

Special Educational Needs and Disabilities (SEND) Parent and Carer Engagement Team
The role of this team in Kingston and Richmond is to ensure that parents and carers of children and young people with Special Educational Needs and Disabilities are fully engaged with the services provided by achieving for children.

SEND Parent Engagement Team

Special Educational Needs and Disability Register
All local authorities must have a record or register of children with Special Educational Needs and / 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 who has a special educational need* or disability** to register. Young people over 13 years can register in their own right.
Everyone on the register will benefit from:

- Information about support, services, activities and events
- 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

When you register you have the option to ask for a Disability Awareness Card.

Special Educational Needs and Disability Register on Local Offer

Special Educational Needs and Disability Register leaflet (pdf)

Achieving for Children's Single Point of Access (SPA)
SPA is a multi-agency team consisting of qualified social workers, Contact Information Officers, a health visitor and a Service Coordinator. They aim to ensure that all children with additional needs are identified early, referred to appropriate services and monitored through effective information sharing between agencies and professionals. Although SPA is the central point for professionals and member of the public to report safeguarding issues, the SPA also enables professionals and/or families to refer a child, young person or parent/carer that need services or support in some way. For instance, the SPA is also the first point of contact for the Family Information Services (FIS) in each borough. Referral is made by telephone or e-mail via the Kingston Council website. More information on the service that they provide can be found at https://www.kingston.gov.uk/info/200235/supporting_and_safeguarding_children

Kingston Child and Adolescent Mental Health Service (CAMHS)/Woodroffe Family Adolescent and Child team (FACT) Kingston CAMHS/FACT offer a range of assessments and treatments to children and young people between the ages of 5-18 who are suffering from anxiety, eating disorder, psychotic episodes or social anxiety disorder (social phobia). Where appropriate a combination of approaches is used in line with the young person's needs and as agreed with the family through care planning. Please make an appointment to see Mrs Laws or your GP if you believe you require a referral to this service.

SEND Information, Advice and Support (SENDIASS)
The Information, Advice and Support Service (SENDIASS) in Kingston and Richmond offers advice and support across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus information about:

- Local support networks
- Education, health and social care services
- Your rights in education, health and social care
- Mediation and dispute resolution

The service is free, confidential and impartial. It is for children and young people up to the age of 25yrs who have special educational needs or disabilities, and their parents or carers.

Contact SENDIASS

We're based at The Croft Centre, Wyndham Road, Twickenham TW9 2HP and at The Moor Lane Centre, Moor Lane, Chessington KT9 2AA.
Freephone number: 0808 164 5527
Email: info@RKsendiass.co.uk
Website: rksendiass.co.uk

Kingston Parent Carer Forums
Parent Carer Forums (PCFs) are independent groups run by parents for parents or carers of children/young people (aged 0 to 25 years) who have any form of special educational need or disability.

They receive funding from the Department for Education and their purpose is to ensure that the voices of parents, children and young people are heard in the planning and implementation of SEND services.

There is a parent carer forum for Richmond and one for Kingston Again other areas may have their own PCF

We realise that some of the terminology in this report is very school/education specific. Please see below for an explanation of the terms used;

Terminology	Definition
Age-related expectations	Age-related expectations identify what is expected of a pupil by age or year group. For the national end of key stage tests there is a defined standard as described by the performance descriptors. There is currently no equivalent published standard for years 3, 4 and 5
Assistive technology	Any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.
Attainment	What a pupil gets in the form of results in a summative assessment in comparison to their peers.
Barrier to learning	Anything that stands in the way of a child being able to learn effectively. A learner may experience one or more barriers to learning throughout his or her education.

Book look	
Cognitive Ability Tests (CATs)	Tests designed to help to understand each child's strengths and weaknesses as an individual. Four specific areas are tested: Verbal reasoning: tasks involving words; Non-verbal reasoning: tasks involving shapes and patterns; Quantitative reasoning: tasks involving numbers and Spatial ability: tasks involving mentally generating and transforming visual images.
Curriculum	A programme of study in schools that is designed to ensure nationwide uniformity of content and standards in education
Differentiation/Differentiated	The process by which differences between learners are accommodated in lessons so that all pupils in the class have the best possible chance of learning.
EYFS profile	A summary of a child's attainment at the end of Reception. It's not a test, and the child can't 'pass' or 'fail'. The profile measures your child's attainment in 17 areas of learning, known as Early Learning Goals (ELGs).
Formative assessment	Teachers monitor student learning to provide ongoing, regular feedback during all lessons that can be used to modify and refine their teaching and learning activities and improve pupil attainment.
Individual timetable	A personalised daily visual timetable used at a workstation. This will have small step pictures of the day's activities and usually feature photographs of the individual child completing said activities.
Learning objective	Statements that define the expected goal of each lesson in terms of demonstrable skills or knowledge that will be acquired by a pupil as a result of instruction.
Learning walk	Structured, focused and facilitated small group visits to classrooms that focus on student learning and instructional teaching practice.
National expectations	As of September 2016, the format and marking system for SATs has been overhauled. Now, children no longer get their results as a National Curriculum level, but as a scaled score ranging from 85 to 120 and a judgement on whether or not they have reached the national standard expected for their age.
Neurodiversity	The range of differences in individual brain function and behavioural traits, regarded as part of normal variation in the human population.
Outcome	S.M.A.R.T. long term goal intended to close the attainment gap as a result of intervention.
Pencil grip	A small rubber mould that fits around the pencil which gently guides the fingers into the ergonomically correct writing position
Purple polishing pen	Pupils self-edit (polish) their finished work with a purple pen
Quality first teaching	The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the
	children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning.
Screening assessment	Screening is a brief, simple test used to identify potential barriers to learning. A screener will ensure that pupils receive the correct intervention, professional advice or assessment.
Sound field system	A sound system for schools that improves the learning environment for the entire class by improving the sound environment in the classroom. Designed specifically for speech sounds, these systems greatly enhance speech understanding, particularly for the hearing impaired.

Standard Attainment Tests (SATs)	At the end of each Key Stage (in Year 2 and Year 6), children are assessed formally in Standard Attainment Tests (SATs). The results for each school are reported nationally.
Steps to success	Small steps that the pupils follow in order to successfully meet the learning objective.
Summative assessment	End of term written tests conducted by teachers in order to evaluate pupil attainment against age-related expectation.
Visual stress	Refers to reading difficulties, light sensitivity and headaches from exposure to disturbing visual patterns. It can be responsible for print distortion and rapid fatigue when reading.
Visual timetable	A visual timetable uses pictures to represent the lessons throughout the day.
Weighted blanket	Provide deep pressure touch stimulation without uncomfortable restriction to pupils with sensory processing difficulties. The deep pressure from the weight causes the body to produce serotonin and endorphins, the chemicals our bodies naturally use to feel relaxed or calm.
Wobble cushion	A round inflatable device with a non-slip surface on one side and a textured bumpy sensory side on the other. They force pupils to balance while sitting, causing constant micro-movements that will strengthen core, improve posture and provide sensory input.
Workstation	An individual desk that incorporates structure, routine and visual cues and also limits distraction in order to develop independence, organisational skills, the concepts of working in an ordered manner, the concept of finished and the generalisation of skills