

Special educational needs (SEN) information report

East Sheen Primary School



Approved by:	T&L Committee
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Last reviewed on:	Autumn 2025
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Next review due by:	Autumn 2026
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Dear parents and carers,

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

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

You can find it on our website [here](#)

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?

East Sheen Primary School is a truly inclusive school and will work with parents and external agencies to support and maximise outcomes for all our pupils. Below are some examples of needs that the school has offered support with, but every child is unique and so will require personalised support plans. In addition to supporting children with SEN in our mainstream classes, the school has a Specialist Resource Provision (SRP) for up to six children with Social, Emotional and Mental Health difficulties. Places for the SRP are allocated by the local authority to children with specific Education, Health Care Plans (EHCPs).

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

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

East Sheen Primary School is committed to providing 'Quality First Teaching' for all pupils and teaching staff are supported through ongoing training in developing their inclusive practice across the curriculum. The needs of the children at any point in the school will drive the agenda for staff professional development and training. We also seek support and advice from external specialists, such as educational psychologists, speech and language therapists and occupational therapists when assessing need and supporting the provision for children with SEN. All staff in the school are exceptionally proud of the very high progress scores achieved at the school, and work hard to ensure every child has the support and motivation needed to achieve their best.

Our special educational needs co-ordinator, or SENCO



Our SENCO is Maddie Jensen.

She has three years experience in this role and has worked in a specialist peripatetic team supporting children with complex physical and sensory needs. She is also a qualified teacher with over ten years of classroom experience, and before becoming SENCO, Maddie has led Early Years and Key Stage 1 as a senior leader.

She has achieved the National Award in Special Educational Needs Co-ordination. She has also completed an eight-week course on dyslexia, and Maddie works with the Headteacher to coordinate the staff training and resource provision to ensure all children's needs are met. She works full-time throughout the school managing the SEN provision.

Contact mjensen@eastsheen.richmond.sch.uk

Pastoral and Inclusion Manager

Our Pastoral and Inclusion Manager is Fran Foley. Fran heads up the team in our Specialist Resource Provisions - SRPs (KS1 Nurture Room and KS2 Phoenix Room).

Fran has supported in the rolling out of our 'Zones of Regulation', 'Regulation Stations' and 'Attachment Aware Schools Award' with training for all staff on using an inclusive and trauma-informed approach to inclusion and behaviour management.



Headship Team



Harry Page is the Headteacher and he is supported in the Headship Team by Polly Jones, the Deputy Headteacher, Designated teacher for Children Looked After (CLA) or previously looked-after; Pupil Premium Lead; and Mental Health Lead. Victoria Strang is the Assistant Headteacher, who leads on supporting good attendance and our inclusive Thinking Schools approach to teaching.

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

Class teachers

All of our teachers receive regular in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. We are also lucky to be a SPARKEd premium school, engaging in the latest training and research with Achieving for Children.

Teaching and learning support assistants (TLSAs)

We have a team of thirty TLSAs, including four higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All of our TLSAs have been trained to deliver interventions including: sensory circuits; circle of friends; colourful semantics; precision teaching; to coach children in reading; to pre-teach concepts in maths to prevent anxiety; handwriting interventions; spelling support (specifically based on developing skills in spelling conventions and patterns); and how to use effective modelling whilst supporting using the I do; We do; You do approach.

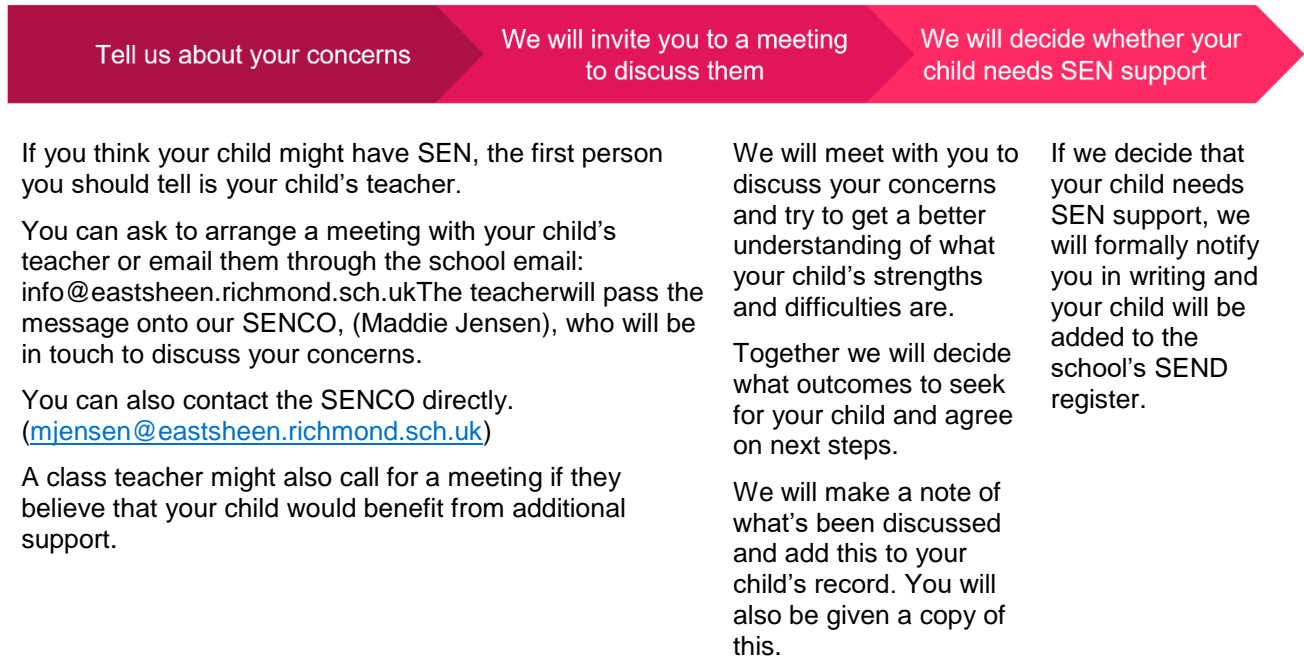
External agencies and experts

Sometimes we need extra help to offer our pupils the support that 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:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Mental Health Support Team (MHST)
- › Education welfare officers
- › Social services and other 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
- › Family Support Worker

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 have received SEN training 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 Headship 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 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.

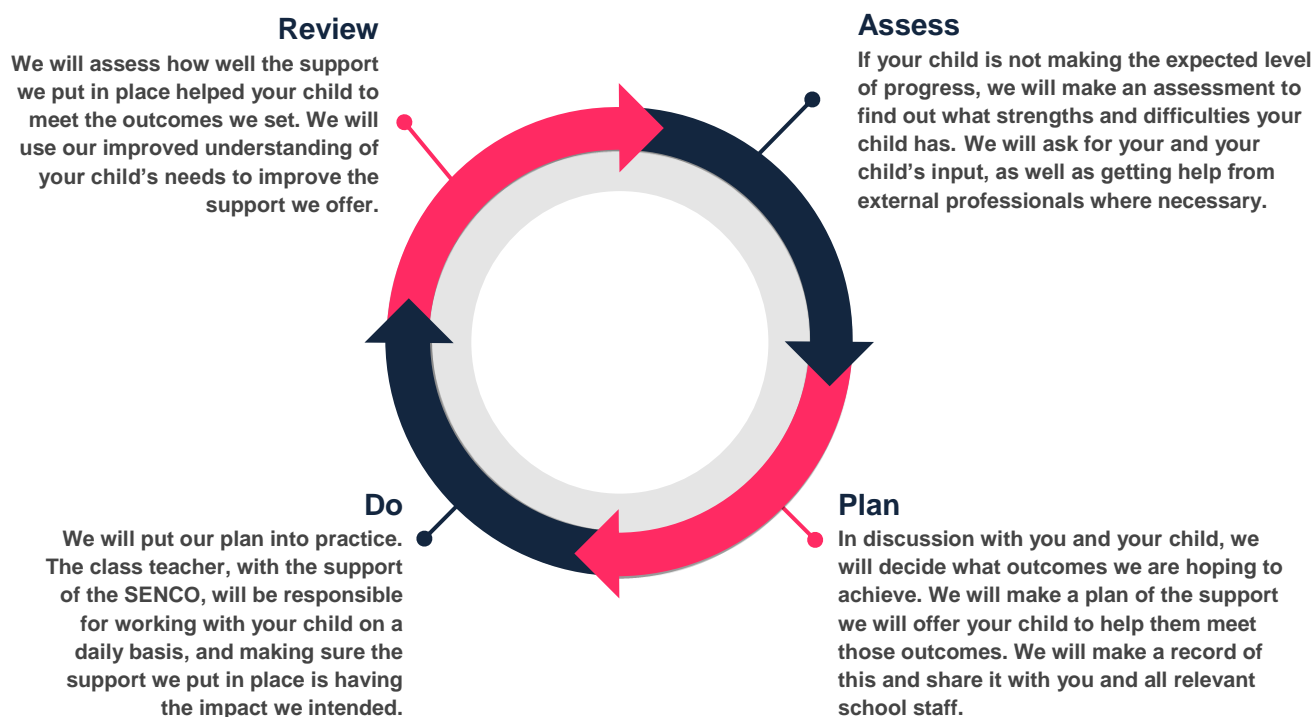
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN 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 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 usually assess them before the intervention begins. 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 written reports on your child's progress.

Your child's class teacher will meet you 3 times a year, to:

- › 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

You will be invited to attend a termly SEN review meeting with your child's class teacher and the SENCO. Your child's targets will be reviewed and new targets will be set during this meeting.

When it comes to your child's needs and aspirations we understand the importance of parental input. Therefore, 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 the main email info@eastsheen.richmond.sch.uk and mark it for their attention.

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 two 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 adapt how we teach to suit the way your child works best. There is no 'one 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 may include:

- › Differentiating 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.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, adapted questioning etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Teaching assistants may 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
Communication and interaction	Autism spectrum disorder	Attention bucket/What's in the box Visual timetables Social stories Colourful semantics
	Speech and language difficulties	Speech and language therapy Social group
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Precision teaching Pre-teaching maths Work with concrete manipulatives such as numicon, dienes and ten frames to support the creation of visual models. Pet therapy
	Moderate learning difficulties	Colourful semantics Precision teaching
	Severe learning difficulties	Colourful semantics Precision teaching
Social, emotional and mental health	ADHD, ADD	Quiet workstation Visual timetables Zones of Regulation Sensory circuits
	Adverse childhood experiences and/or mental health issues	Nurture groups Emotional Literacy Sensory Assistant (ELSA) sessions
Sensory and/or physical	Hearing impairment	Visual support materials Careful positioning Sign supported speech
	Visual impairment	Limiting classroom displays Modifications to resources Environmental adaptations

	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 assessment. This helps us to evaluate whether more support may be required for individuals. Follow the link for more details on [assessment in East Sheen Primary School](#).

Where a special educational need has been identified, the effectiveness of the provision for your child will be evaluated by:

- › Reviewing their progress towards their individual targets each term
- › Reviewing their progress towards longer term targets (outcomes)
- › Reviewing the impact of interventions
- › Listening to the pupils
- › Listening to parents
- › Monitoring by the SENCO, Headship Team and governors (link governors for SEND are Nathalie Townley and Helen Wrigglesworth)
- › Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will 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:

- 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 the child's local authority.

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

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 4 and Year 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 that they can be included.

We will conduct risk assessments where required to ensure that all activities and visits 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.

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. East Sheen Primary School prides itself on being an inclusive school and welcomes students with a variety of physical and neurodiverse needs. We are ambitious 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 access education successfully. We ensure that all learners have access to a broad and balanced curriculum regardless of disability.

East Sheen 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 '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](#)).
- 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.
- Referral to external mental health provision such as the Child Adolescent and Mental Health Service (CAMHS).
 - Through targeted interventions such as:
 - Emotional Literacy Support Assistant, (ELSA) session
 - Nurture group intervention
- Mentoring
- Daily Check-ins.

Our Mental Health Lead is Polly Jones.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

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

- Hold an open day to provide an opportunity for you to meet the new teacher with your child
- Schedule lessons with the incoming teacher towards the end of the summer term
- Enable your child multiple opportunities to visit the new space and teacher they are transitioning to
- Create a transition book to provide support over the summer
- Meetings are held between the old teacher and the new teacher
- Create a Pupil Passport to share key information about what support works best for a pupil

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. Safeguarding information will always be shared.

If your child is starting at our school from another school, we will invite you and your child into school for a tour and to meet with your child's teacher. We will also speak with your child's current school to find out what strategies have been useful and supportive there.

Between Phases (transition to secondary school)

The SENCO of the secondary school will be invited 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
- Children are encouraged to attend either one or two trial days

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



Polly Jones pjones@eastsheen.richmond.sch.uk works with Maddie Jensen, our SENCO, and Fran Foley our Pastoral and Inclusion Manager ffoley@eastsheen.richmond.sch.uk 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 SEND. 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?

The majority of concerns can be dealt with without resorting to the complaints procedure. Where you have a concern about any aspect of the school or your child's education or wellbeing, raise this with your child's class teacher. Ideally, they will be able to address your concerns on the spot, or can arrange a meeting with you to discuss the issue.

Complaints about SEN provision in our school should be made to the class teacher, Maddie Jensen (SENCO) or Harry Page (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 [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, 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 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](#). If you live in Wandsworth the mediation and resolution provider is called [Global Mediation](#).

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

If you have questions about SEND, 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 which you live in:

[Richmond and Kingston's local offer](#)

[Wandsworth local offer](#)

[Merton local offer](#)

[Hounslow local offer](#)

[Hammersmith & Fulham 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](#)

[Wandsworth](#)

[Merton](#)

[Hammersmith and Fulham](#)

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

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

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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 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 SEND
- › **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 which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. 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 which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages