



'Where each child can be inspired and be inspiring'

SEND Information Report

May 2026

Approved by the Governing Body on: 06.05.26

Next review: Summer 2027

SENDCo: Mr Sam Jeffrey

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This report is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2015
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This report should also be read in conjunction with the following policies: SEN Policy, Behaviour and Relationships Policy, Assessment Policy, Equal Opportunities Policy, Homework Policy, Child Protection Policy, and Medical Conditions Policy and School Accessibility Plan.

The report was developed, and will be reviewed annually, through consultation with parents, carers, governors, Marshgate Parent Staff Association (PSA) and parents of children with special educational needs.

This report is designed to support and guide parents and carers so that they have a good understanding of Special Educational Needs and/or Disabilities support at Marshgate. However,

if you require any further information or have any questions, please do make contact with the Head teacher or SENDCo.

Our Intent

At Marshgate, we are dedicated to providing a curriculum that embraces and supports the needs of every child, fostering an inclusive and enriching learning environment. Our SEND provision is driven by the following key intentions.

Inclusive Learning Environment: We prioritise the creation of a welcoming and inclusive environment where every child feels a sense of belonging. Our provision is designed to cater to the diverse needs of all children, ensuring that all children feel that they belong to the school community.

Personalised Learning: We recognise that progress may take various forms and adapt our approach accordingly, recognising the individual strengths, interests, and challenges of each child, our curriculum is tailored to provide personalised learning experiences. We aim to provide the necessary support and challenges to facilitate their development and ensure progress. The curriculum is designed to be adaptable and flexible, allowing for ongoing assessment and adjustment based on the needs of our children. Continuous assessment for learning is an integral part of our curriculum, providing valuable insights into each child's progress. **Promote**

Holistic Well-being: The well-being of every child is paramount. Marshgate places a strong focus on fostering a positive emotional and social environment, promoting self-esteem, resilience, and mental well-being. We provide a safe and supportive space where children can develop the skills needed to overcome any challenges they may face. We aim to equip every child with the tools they need to navigate the challenges of everyday life, allowing them to develop their independence, resilience, and self-advocacy.

Through these intentions, we aim to empower all children at Marshgate to develop into confident individuals who are prepared for future challenges and equipped with the skills needed to progress onto the next stage of their learning journey.

What does Special Educational Needs and/or Disabilities mean?

A school age child or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEN Code of Practice, 2015)

Quality First Teaching (QFT) that is adapted and personalised will meet the needs of the majority of children and young people; however, some children need educational provision that is ***additional to or different from*** this basic entitlement. Those who require provision that is personalised to a high degree and required to be delivered for the longer term can be described as having a Special Educational Need and/or Disability (SEND). Quality First Teaching underpins special educational provision, and teachers are responsible for the progress of every child, including those with SEND.

Who can I talk to about my child?

1. **Class teacher**

They have responsibility for the progress and pastoral care of your child. They will discuss with you any concerns they have regarding the progress or wellbeing of your child and will plan for any additional support they may need. At Marshgate, we have an 'open door' policy where parents and carers can speak to teachers about their child when needed.

Appointments can also be made via the school office on 0208 332 6219 or by emailing parents@marshgate.richmond.sch.uk.

2. **Special Educational Needs and Disabilities Coordinator (SENDCo)**

Teachers will discuss any concerns about a pupil with the school SENDCo. The role of the SENDCo is to coordinate support and provision for children with SEND across the school. The SENDCo will advise and support staff and work closely with parents, carers and pupils as required. They will also liaise with any other outside agencies to support your child's learning e.g. Educational Psychologists or Speech and Language therapists.

Our school SENDCo is **Mr Jeffrey**. Parents and carers can contact him directly using the details on the front page of this report.

3. **Head teacher**

If you continue to have concerns you can discuss these with the Head teacher, **Mr Bracken**.

4. **SEND Governor**

Our school governor for SEND is **Rebecca Mathews**. She can be contacted via Ros Satar (Clerk to Governors) by emailing rsatar@marshgate.richmond.sch.uk

How do you identify and assess the needs of children at Marshgate?

The SEN Code of Practice (2015) describes adequate progress as:

- similar to that of children of the same age who had the same starting point
- matches or improves on the pupil's previous rate of progress
- that which allows the attainment gap to close between the pupil and children of the same age

Class teachers, supported by the SENDCo and Senior Leadership Team, make regular assessments and monitor the progress of all pupils to ensure the highest standards of learning and teaching. Parental concerns are also listened to when raised. Pupil Progress Meetings are held termly and are attended by class teachers, the SENDCo, the Senior Leadership Team and English and Maths Curriculum Coordinators. Senior Leaders also carry out a termly book scrutiny, learning walks and lesson observations.

Across the school year, we use a range of assessments which seek to monitor and measure progress and identify pupils making less than expected progress given their age and individual circumstances. Informal assessments (observations of pupils; marking of work; questioning) are ongoing throughout the year and pupils are formally assessed in reading, writing and Maths at the end of each term. Teachers update the progress of children using our Sonar Tracker software.

In addition, the following formal assessments are also carried out:

- Reception Baseline assessments (Autumn Term)
- Year 1 Phonics Screening (Summer Term)
- Year 4 Multiplication Tables Check (Summer Term)
- Statutory Assessment Tests (SATs) Year 6 (Summer Term)

Assessment of progress in other areas other than attainment is also carried out, for example the development of social skills and emotional wellbeing. This is done informally through pupil discussions, pupil questionnaires and pupil observations.

Slow progress and low attainment do not necessarily mean that a child has SEND and does not automatically lead to a child being recorded as having SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

At Marshgate, we are fortunate to have many international pupils for whom English is not their first language. Identifying and assessing SEND for children who have English as an Additional Language (EAL) requires particular care. All aspects of a child's performance in different areas of learning and development are assessed to establish whether a lack of progress is due to limitations in their command of English or if it arises from a SEN or disability. Difficulties arising only from English being additional language are not classed as a special educational need.

What different types of support are available at Marshgate?

The Department for Education (DfE), details three 'waves' of support for children identified by the school as requiring additional support. Marshgate supports children in the three waves as follows:

Wave 1 - Quality First Teaching

Excellence, continually raising standards and achievement of full potential for every child are our overriding priorities at Marshgate, so we ensure that our pupils are provided with Quality First Teaching (QFT). Quality First Teaching means high quality inclusive teaching of all children together with continuous whole school processes for assessing, planning, implementing, monitoring and reviewing progress both academically and socially and emotionally.

Quality First Teaching at Marshgate helps each child grow their love of learning and develop their inquisitive minds. High quality, adapted lessons are planned and delivered with the needs of all pupils in mind. For some pupils, 'reasonable adjustments' can be made to meet their needs within Quality First Teaching. This may include:

- adapted planning, adapted learning tasks and curriculum adaptation
- access to apparatus to support learning e.g. unifix cubes; number line; 100 square; pencil grips; personal dictionary
- seating the pupil in a specific place in the classroom e.g. near to the front; facing the teacher
- access to quieter learning environments or work stations
- providing equipment to help with attention e.g. timers; move and sit cushions; sensory toys
- additional time to process information and complete tasks
- visual aids and visual timetables

Learning Support Practitioners (LSPs) support the learning of pupils in the classroom alongside the class teacher. Each year group has a team of LSPs who support children in class, in small groups or 1:1. They work across a specific year group but are not 'assigned' to a particular class.

Wave 2 - Targeted Support Groups

If monitoring shows additional support is needed to focus on gaps in a child's understanding, targeted support groups may be run. This does not mean a child has a special education need but that they may require some support to 'catch up' with an aspect of learning. Targeted support groups are also run for social, emotional and mental health needs.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, however, under the direction and planning of the class teachers, the targeted support groups may be run by learning support assistants, support and extension teachers or class teachers. Our current support and extension teachers include Miss McClenning (Lead Practitioner), and Ms Forrester (Emotional Literacy Support Assistant).

Some of the targeted support groups we currently offer at Marshgate are spelling, handwriting, reading, writing, fine motor skills, maths, phonics, emotional wellbeing and social skills.

The impact of targeted support groups on the children's progress is also regularly assessed. Ongoing informal assessments are made regularly and Year Group Feedback Meetings are held on a weekly basis. Formal assessments are made half termly. The targeting support groups are also discussed half termly with class teachers, the SENDCo and the Senior Management Team and changes may be made according to the needs of the cohorts. The targeted support groups are also observed termly by the SENDCo and the senior management team to ensure high quality learning is taking place.

Wave 3 - Special Educational Needs Support and Intervention

Some children's needs will be met by short term targeted support groups however, those children who require ongoing or long-term specific and specialist intervention or differentiation that is personalised to a high degree can be described as having a special educational need (SEND) and will be placed on the school's SEND Register. The Local Authority Threshold Guidance for SEND (based on the SEND Code of Practice) will be used to support the identification of pupils with SEND as well as the school's SEND Policy, (link in appendix).

Further assessments may be carried out by the SENDCo and referrals may be made to external agencies to receive more specialised advice on how to support a child with their learning or wellbeing. Parental consent is required before making contact with outside agencies and we value any contributions parents and carers can make towards the referral process.

In order to support the specific special educational needs the child is presenting with, and in consultation with parents and carers, a SEND Support Plan, (SENSP) is written by the class teacher and the SENDCo. The pupil is also involved and is asked to think of a 'personal target' they would like to work towards. These consultations ensure that:

- everyone develops a good understanding of the pupil's areas of difficulty
- focus is placed on the child's strengths to problem solve solutions
- the parents' and carers concerns are taken into account
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

The SENSP contains short-term targets based on the child's presenting needs and details provision and intervention to meet those needs. Targets are made **SMART** so they are **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-bonded. SEND Support Plan targets are reviewed termly by teachers and progress is shared with parents and carers.

SEND support at Marshgate is based on the graduated response process of **Assess, Plan, Do, Review**.

Assess: A child's needs and progress are assessed by the class teacher and SENDCo.



Plan: A SEND Support Plan is produced with specific targets for the presenting needs. Personalised provision and intervention is planned for.



Do: Personalised provision and intervention is put in place for the child.



Review: The child's progress is assessed and the impact of the provision and intervention is evaluated.

Pupils who do not make sufficient or expected progress with SEND support and intervention may require a higher level of support. Schools have funding called the notional SEND budget that is available to meet the teaching and learning needs of most children with SEND. It also helps to ensure that there are sufficient resources for pupils requiring special educational provision or equipment, (writing slopes, move and sit cushions, pencils grips and mobility balls). Only a small amount of children will have needs so significant that the school requires top up funding available from an Education, Health and Care Plan (EHCP) in order to meet their needs.

Education Health and Care Plans (EHCPs)

The purpose of an EHCP is to provide a coordinated process for children and young people with the most complex arrangements across education, health and social care services. It connects the aspirations of the child or young person and their family with their needs, provision and outcomes. The EHCP details funding to meet the needs of the child and once an EHCP is in place, the school is statutorily responsible for making sure the child's needs are met through the provision detailed in the EHCP. Class teachers, support and extension teachers and LSPs across the year groups support in the delivery of provision for children with EHCPs.

The school (or parents/carers) can apply to the Local Authority for an EHCP Needs Assessment. This is a legal and collaborative process with parents/carers, teachers and external professionals which sets out the child's strengths and needs and details the provision required to meet the child's special educational needs. The Local Authority Threshold Guidance for SEND (based on the SEN Code of Practice) will be used to support the identification of pupils who require an EHCP, as well as the school's SEND Policy (please see Appendix for link). Upon application, at least two terms of evidence, demonstrating that external professional advice has been implemented, must be produced by the school. Once a Needs Assessment has been submitted, a 26-week process begins in which time the Local Authority make the decision whether or not to issue an Education, Health and Care Plan.

Some pupils with existing EHCPs join Marshgate from nursey when starting in Reception or a different school upon family relocation. This is done through a consultation process with the Local Authority.

How does Marshgate measure and monitor the progress of children with SEND?

Class teachers, supported by the SENDCo and Senior Leadership Team, make regular formal and informal assessments in order to measure and monitor the progress of all pupils including those with SEND.

In addition to termly formal assessments in reading, writing and Maths, the progress made towards outcomes on a pupil's Special Educational Needs Support Plan will also be assessed. If a child has an EHCP, the SENSP will break down the end of Key Stage outcomes into SMART short-term targets. Progress towards the end of Key Stage outcomes will be measured and reviewed at each Annual Review.

When deemed necessary, the SENDCo can carry out further, more in depth assessments which can be repeated to monitor and track progress over time. Assessments include:

- Reading Age Assessments
- Spelling Age Assessments
- Numeracy Skills Assessments
- Phonics Assessments
- Diagnostic Spelling Assessments

How are parents/carers informed about progress of children with SEND?

At Marshgate, we encourage and develop parental involvement and value the contribution parents and carers make. All parents and carers are invited to discuss the progress of their children on three occasions per year: Autumn and Spring Parents'/carers Evening and Summer Open Evening. Parents and carers also receive a written report once per year. Marshgate has an open door policy, so we are also always happy to arrange meetings outside these times.

If a child is identified as having special educational needs, parents and carers will be invited to discuss the SEND Support Plan for their child at the start of the Autumn, Spring and Summer Term.

For pupils with an EHCP, their progress towards the outcomes set out in their EHCP is reviewed annually at an Annual Review Meeting. The SENDCo is responsible for the organisation of this meeting and attendees will be given sufficient notice beforehand. Attendees include SENDCo, parents and carers, class teacher and any external professionals involved with the pupil e.g. Educational Psychologists and Speech and Language Therapists. The pupil's views are gathered by the class teacher or SENDCo before the annual review or, where appropriate, the pupil is invited to share their views at the start of the meeting.

What kind of Special Educational Needs do Marshgate currently support?

The four primary areas of SEND as described in the SEN Code of Practice are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical development

At Marshgate, we currently support children who present with special educational needs in all these areas. For some, their needs will be predominantly in one area, but for others their needs may present in more than one or across all four. Our staff are experienced in supporting

children with a wide range of needs. When a child is presenting with needs we have less experience with, we work closely with parents, carers and outside agencies so that training and advice can be accessed and implemented.

Which outside agencies do you work with?

We work in partnership with a number of outside agencies. The agencies we access each year depend on the needs of the children in school. The SENDCo coordinates referrals, involvement and meetings with these agencies.

Directly funded by the school:

- Additional Educational Psychology service input
- Riverbank Trust Community Outreach Worker (see link in appendix)
- Kick London Sports Mentor (see link in appendix)
- Emotional Literacy Support Assistant (ELSA)

Funded by the Local Authority, Health and Social Services:

- Educational Psychologist
- Speech and Language Therapy (for pupils with EHCP only)
- Occupational Therapy
- Educational Service for Sensory Impairment (ESSI)
- Lead Educational Advisor for SEND
- Physiotherapy
- Mental Health Schools Team (MHST)
- Education and Inclusion Support Service (EISS)

In addition, referrals can be made to:

- The Child and Adolescent Mental Health Service (CAMHS)
- Social Care Services
- Family Support Team
- Pupil Reintegration Team
- School Nurse

Private External Agencies and Reports:

In some cases, parents and carers may wish to seek external or private support and advice. In this instance, we ask that parents and carers share outcomes or written reports with the SENDCo and class teacher so that recommendations from outside professionals can be considered.

How are staff supported to work with pupils with SEND? What training do they have?

One of the roles of the SENDCo is to support class teachers and staff to meet the needs of pupils with SEND. They offer advice, carry out assessments, liaise with external professionals and organise relevant training. We recognise the valuable contribution of wider community involvement therefore we also work closely with other local Primary Schools and local Specialist Provisions.

In order to achieve high standards through the continuous development of staff, all staff participate in whole school training sessions during weekly staff meetings and whole day training sessions on INSET days. Governors are also invited to training that is relevant. This training frequently has a SEND focus and we have recently covered such topics as Attachment Disorder; SEND Identification; Quality First Teaching strategies and Child Protection. This training is led by the SENDCo and Senior Leadership Team or professionals linked to Marshgate, for example Educational Psychology Services and Speech and Language Services.

Where a training need is identified beyond this, we will find a provider who is able to deliver it in school or off site. Recent off site training has included subjects such as Autistic Spectrum Condition; LEGO Therapy; Sensory Processing Disorder; Anxiety in Young Children; Mental Health Disorders in Parents; Trauma; Emotional Coaching.

What is the admissions criteria for pupils with Special Educational Needs?

When making a school application, parents and carers are asked to provide any relevant information concerning their child's education including special educational needs. Admissions of pupils with SEND are considered on the same basis as those without SEND unless the pupil has an EHCP. In this case, a consultation process is organised by the Local Authority. All children will be admitted to school according to the admissions criteria, (please see Admissions Policy). Marshgate is a mainstream school. We do not have a specialist provision on site.

The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities must:

- Consider applications from parents and carers of children who have SEND but do not have an EHCP on the basis of the school's published admissions criteria as part of normal admissions procedures
- Must not refuse to admit a child who has SEND but does not have an EHCP because they do not feel able to cater for those needs
- Not refuse to admit a child on the grounds that they do not have an EHCP.

How accessible is Marshgate to children with SEND?

The school building is fully accessible (please see Accessibility Plan). Key Stage 2 is accessed via stairs inside and outside, however an internal lift is available. Key Stage 1 is on the Ground Floor.

All clubs, pre and afterschool care, trips and activities offered to pupils at Marshgate are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may be made and additional support staff may be required. This is always done in partnership and consultation with families. The clubs and afterschool activities schedule is available and updated termly on the school website.

Support is also given to children at play and lunchtimes. Learning Support Practitioners supervise playtimes and lunchtimes so that consistency and high-quality provision is maintained throughout the school day. This also ensures that pupils are always supervised by members of staff who know their needs.

What happens when my child moves class or transfers from or to another school?

Moving Class

When moving classes each year, all children are involved in a transition afternoon called 'Move Up Afternoon'. The children visit their new classroom and spend the afternoon with their new teacher. New pupils who are joining the class are also invited to attend. For pupils with SEND who find change difficult, additional transition visits or meetings with their new teacher may be arranged. Staff will also prepare the pupils in advance for the changes and may use resources such as transition booklets or social stories that contain visuals of their new classroom and teacher. Current and new teachers meet in the summer term to share information and discuss each pupil.

Moving School

When a pupil joins Marshgate from another school, we will request information from the previous school or setting. For pupils with SEND, the SENDCo will make contact with the previous SENDCo where possible. Parents and carers of pupils with SEND are also encouraged to arrange a meeting with the SENDCo before the child starts at Marshgate so that we have as much information regarding specific and effective support for the pupil as possible. Likewise, if a pupil leaves Marshgate, we will work with their new school to ensure transition is smooth. Records for pupils with SEND are sent on to their new school.

Nursery to Reception Transition

We work closely with the pre-school educational settings so that children transition to Marshgate happily. Our Reception staff and, where necessary, the SENDCo visit children in their pre-school setting and meet with pre-school staff, parents, carers and children before they start school. In addition, pupils are invited to spend an afternoon at Marshgate in the Summer Term to familiarise them with their classroom and teaching staff. For pupils with SEND who find change difficult, additional transition visits to Marshgate or meetings with their new teacher may be arranged.

Secondary Transition

When Marshgate pupils transfer to Secondary school, the Year 6 teachers and, where necessary, SENDCo, meet with Head of Year 7 and Secondary SENDCos to discuss every pupil. Pupils are invited to a Secondary School Induction Day in the Summer Term where they spend the day at their new Secondary School. For pupils with SEND who find change difficult, additional transition visits to their Secondary School may be arranged. Records for pupils with SEND are sent on to their new school.

For children with an EHCP, their Year 5 Annual Review will also be their Phase Transfer Review. The child's class teacher, SENDCo, parents/carers and any external professional involved with the pupil will make recommendations as to the type of provision the child will require at Secondary level. This will allow parents/carers to visit Secondary Schools and consider appropriate options within the same time scale as other parents and carers.

[What support is there for my child's emotional wellbeing?](#)

At Marshgate we want all of our pupils to be happy as we know good wellbeing is an essential component in their ability to learn. We ensure that we provide our pupils with a learning environment where they feel self-confident, happy and secure and one in which they can build strong connections with peers and adults. In addition, we encourage parents and carers to share any concerns about their child's emotional wellbeing that they may be experiencing at

home so that we can try to support them or guide them to the support they may need to access.

Our Personal, Social and Health Education (PSHE) Curriculum is taught every week across the school and is also embedded across the curriculum.

If a child's presents with behavioural needs, our Behaviour and Relationships Policy may be adapted to include bespoke incentive charts that encourage positive behaviour choices (please see Behaviour Policy link in appendix).

For pupils who present with ongoing social, emotional and well-being needs, we may provide access to the following intervention:

- Social skills intervention group
- Emotional Literacy Support Assistant (ELSA)
- Community Outreach Worker provided by The Riverbank Trust
- Sports Mentor provided through Kick London
- Art therapy provided by the MHST

This support is accessed through a referral process completed in conjunction with parents/carers, class teacher and the SENDCo.

Emotional Literacy Support Assistant (ELSA)

An ELSA is trained by Educational Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. The majority of ELSA work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills. At Marshgate, our ELSA is **Ms Forrester** and sessions with her take place in our designated ELSA room. This inviting and welcoming room allows pupils to feel calm and comfortable when they work with Ms Forrester.

[What support is available from the Local Authority to parents and carers?](#)

Achieving for Children is a social enterprise company created by the Royal Borough of Kingston upon Thames and the London Borough of Richmond upon Thames to provide their children's services. Achieving for Children's Local Offer is a website providing information on local services and support available for families including children and young people aged 0 -25 years with Special Educational Needs and/or disabilities.

The Local Offer is published on https://www.afcinfo.org.uk/local_offer or can be contacted on 0208 5474722.

If you don't live in Kingston or Richmond, your home local authority will have a Local Offer on their council website.

Special Educational Needs and Disability Register

All local authorities must have a record or register of children with Special Educational Needs and/or disabilities in their area. If you live in either Kingston or Richmond, the local authority encourage anyone whose family includes a child or young person who has a special educational need and/or disability to register.

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

Please see the Local Offer for more details: https://www.afcinfo.org.uk/local_offer

What if I would like some independent advice?

Richmond Parent Carer Forum

Richmond Parent Carer Forum (PCF) is an independent group run by parents for parents/carers or carers of children/young people (aged 0 – 25 years) who have any form of special educational need or disability. Your child does not need an official diagnosis for you to become a member and they support families of children with any type of additional need including learning difficulties like dyslexia.

The Richmond Parent Carer Forum receive funding from the Department for Education and their purpose is to ensure that the voices of parents/carers, children and young people are heard in the planning and implementation of SEND services in Richmond. They can also help you to access services and provide valuable peer support, connecting you with other parents/carers who understand the special joys and challenges of raising a family with additional needs.

Contact details:

Richmond Parent Carer Forum email:

information@richmondpcf.org.uk

Website: www.richmondpcf.org.uk; Facebook: www.facebook.com/richmondpcf/

Kingston Parent Carer Forum

Phone: 07930 212743

Email: kingstonpcf@gmail.com

Website: <https://kingstonpcf.co.uk/>

Facebook: www.facebook.com/RBKSENDPCF/

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:

- support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- information and signposting to support services in your area
- support with Transition and Preparing for Adulthood
- support with and signposting to mediation
- advice and support on benefits

These services offer advice to children and young people as well as parents and carers.

Contact details:

Phone: 020 3793 9596

Email: RichmondKingston@kids.org.uk

Website: <https://www.kids.org.uk/richmond-and-kingston-sendiaass>

Who can I speak to if I would like to make a complaint?

The same arrangements for the treatment of complaints at Marshgate Primary School are used for complaints about provision made for special educational needs and disabilities. We encourage parents/carers to discuss their concerns with the class teacher, SENDCo or the Head teacher and aim to work in partnership to resolve any issues. Should parents/carers still not be satisfied our Complaints Policy is available on the school website.

Appendix

Links to Policies

(all available on the Marshgate School Website)

- SEND Policy
- Behaviour Policy
- Admissions Policy
- Local Schools Accessibility Strategy
- School Accessibility Plan
- Complaints Policy
- Assessment Policy
- Equal Opportunities Policy
- Homework Policy
- Safeguarding and Child Protection Policy
- Supporting Children with Medical Conditions Policy

Links to outside agencies

The Riverbank Trust - <http://riverbanktrust.org/>

Kick London - <https://kicklondon.org.uk/>

Glossary of Terms

SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and/or Disabilities Coordinator. The role of the SENDCo is to coordinate support and provision for children with SEND across the school.
LSP	Learning Support Practitioner. Learning Support Practitioners support the learning of pupils in the classroom alongside the class teacher.
QFT	Quality First Teaching. Quality First Teaching means high quality inclusive teaching of all children together with continuous whole school processes for assessing, planning, implementing, monitoring and reviewing progress both academically and socially and emotionally.
MLL	Multi Lingual Learner
PSA	Parent and Staff Association
DfE	Department for Education

EHCP	Education, Health and Care Plan. Some children will have needs that the school requires top up funding available from an Education, Health and Care Plan (EHCP) in order to meet their needs.
SENSP	Special Educational Needs Support Plan. The SENSP contains short-term targets based on the child's presenting needs and details provision and intervention to meet those needs.
ELSA	Emotional Literacy Support Assistant. An ELSA is trained by Educational Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs.
Reasonable Adjustment	The Equalities Act (2010) does not explicitly define this term, which leaves it up to the discretion of the school or LA to determine. An example of a 'Reasonable Adjustment' might be arranging for a student who uses a wheelchair to have classes on the ground floor of the building, or ensuring that a teacher faces a deaf student to enable them to lip-read.
Targeted Support Group	If monitoring shows additional support is needed to focus on gaps in a child's understanding, targeted support groups may be run. These are small groups which target gaps in learning, usually held outside of the classroom in a group room or space.
SEN Code of Practice	This document, published in January 2015, explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act (2014).
Annual Review	For pupils with an EHCP, their progress towards the outcomes set out in their EHCP is reviewed annually at an Annual Review Meeting.