SPECIAL EDUCTIONAL NEEDS AND DISABILITIES (SEND)
Sheen Mount Primary School
INFORMATION REPORT 2026-2027

This document should be read in conjunction with:

- SEND Policy
- Accessibility Policy & Plan
- Positive Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy
- Allergy Safety Policy

INTRODUCTION



This report has been co-produced with a small group of parents with children on the SEN register. It sets out the provision that we make in school for children with special educational needs and disabilities (SEND). It is updated annually.

Sheen Mount Primary school is a large inclusive mainstream school. We believe that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best;
- Become confident individuals living fulfilling lives;
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Leaders know the learning needs of pupils with barriers to their learning very well. Highly effective support, including curriculum adaptations and additional small-group teaching sessions, is carefully tailored to pupils' needs by staff.
(*Ofsted Report July 2026*)



Definition of SEND

The Special Educational Needs Code of Practice 2015 states that, 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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
• has a disability which 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 or mainstream post-1 6 institutions.' (*Code of Practice 2015, pg15-16*)

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (*Code of Practice 2015, pg94-95*)

If a child requires special educational provision which is different from or additional to their peers, we will inform parents and place them on the school's SEN register as receiving SEN Support. Teachers will write a Learning Plan for the child outlining their strengths, needs, provision in place and short-term targets; these are discussed with parents and updated three times a year. If a child has a diagnosis but is not requiring special educational provision which is different from or additional to their peers, their diagnosis will be logged on our pupil data management system (Arbor) and they will be placed on a monitoring list.

SEND profile



Special Educational Needs generally fit under the following four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

At Sheen Mount School, we have experience of providing for the most frequently occurring special educational needs such as:

- specific learning difficulties (dyslexia, dyscalculia);

- social communication difficulties;
- autism;
- ADHD;
- speech, language and communication needs
- learning difficulties;
- social and emotional health difficulties.

Children presenting with these difficulties will receive appropriate support and our admissions arrangements do not discriminate against or disadvantage disabled children or those with special educational needs: we follow the usual school admissions procedures.

There are other kinds of special educational needs, which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of 21 pupils with Education, Health and Care plans (September 2026) where extra 'top up' funding comes from the local authority. These include the following kinds of need:

- autism;
- social communication difficulties;
- specific learning difficulties;
- social, emotional and mental health needs;
- physical disabilities.

Sheen Mount supports a further 47 children under SEN Support with the following needs: speech and language difficulties, dyslexia, specific learning difficulties, social, emotional and mental health needs and social communication difficulties.

Process to follow if you have concerns about your child's difficulties with learning



Our priority is to provide high quality teaching for all children (Quality First Teaching). Your first point of contact should always be your child's class teacher/s. They are responsible for:

- the progress and welfare of your child;
- identifying, planning and delivering any additional help your child might need;
- ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with SEND.

It is important to note that our approach to providing support is guided by the needs of the child rather than diagnosis. We do not want parents to feel that they need to gain a diagnosis in order for their child to receive support and/or adjustments for their needs in school.

The Inclusion Lead/SENCo (Special Educational Needs Co-ordinator) Laura Jeffery assists class teachers.

ROLE OF THE SENCo (Laura Jeffery)



The SENCo is responsible for coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure that all children receive a consistent, high quality response to meeting their needs in school.

They will liaise with all other professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy (SALT), Occupational Health Therapy (OT), Physiotherapy (PT) and Educational Psychology (EP).

Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.

Laura Jeffery can be contacted directly by telephone on 0203 405 8224 or by email: ljeffery@sheenmount.richmond.sch.uk

The governor responsible for SEND is Anna Hare. She is responsible for making sure that the necessary support is made for any child who attends the school who has SEND. Anna Hare can be contacted via the school office at info@sheenmount.richmond.sch.uk who will forward any message to her.



Identification and assessment of pupils with SEND

At Sheen Mount Primary School, the process of early identification and intervention underpins our approach to identifying those pupils who need extra help. Class teachers monitor and review the progress of all pupils. The progress and well-being of pupils are discussed in termly pupil progress meetings, which involve teachers and the senior leadership team (headteacher, deputy headteacher and assistant headteacher).

Some children will join us in Reception and already have their needs identified by professionals. We will liaise and link them with our school assigned professionals to ensure a handover takes place. Some will join us and be on the Social Communication Pathway for a diagnosis of Autism. If you have concerns that your

child may have ADHD and/or Autism and wish to discuss a referral, this can be undertaken either with your GP or through school. The process at school is to request a meeting with the SENCo to share your concerns. She will talk to the class teacher and observe the child in class. If agreed, the next step would be to make a referral to CAMHS (Child and Adolescent Mental Health Services) for a neurodevelopmental assessment.

In addition to statutory assessments to monitor progress such as the Early Years Profile, Year 1 phonics check, Year 4 times tables check and SATs in Year 6, teachers regularly update Sheen Mount's internal tracking tool – Insight. In order to do so accurately they continually assess children's progress through informal assessment and monitoring of work in books. Where a child has a diagnosed difficulty with processing, or speed of writing they may be given extra time in assessments. Adjustments, such as a reader or scribe, would also be considered along with access to technology, e.g. a Chromebook.

Despite high quality, targeted teaching some pupils may make insufficient progress at different points at school. For these pupils, an appropriate intervention may be suggested.

Examples of interventions we provide at Sheen Mount are:

- Precision Teaching and/or Toe by Toe – intensive, short, regular sessions on specific skills
- Small group phonics teaching using Little Wandle;
- Colourful Semantics/Shape Coding – Speech and Language directed intervention focussing on constructing sentences;
- Maths support using Numicon and other resources;
- Maths for Life – an intervention which is visual and involves revisiting and overlearning to build fluency with basic number skills.
- Sensory diet or Sensory Circuits – Occupational Therapy directed intervention;
- Speech and language directed groups – Attention and Listening groups, Lego Therapy (listening/following directions intervention), Attention Autism group, Bucket Time/What's in the Bag?
- Social Communication groups (Social Thinking);
- Social Skills groups;
- Nurture time;
- Drawing and Talking therapy;
- Emotional Literacy Support (ELS);
- 1:1/paired reading;
- IDL Literacy/Numeracy – computer program accessible at school/home;
- TTRS - Touch Typing Read and Spell program.

The teaching assistant staff will generally deliver these interventions under the close direction of the class teachers. If the pupil makes progress using this 'additional to and different from' intervention, but would not be able to maintain this progress without it, we may identify the pupil as having a special educational need (SEN). These children will be added to the SEN register and parents will be informed. Please see here for more information on the Local Authority's website called the Local Offer regarding SEN Support.

Request for statutory assessment of needs (Education, Health and Care Plan -EHCP)



We use the graduated approach of Assess, Plan, Do, Review (APDR) whereby:

- the class teacher assesses the child's needs;
- the class teacher plans appropriate adjustments, provision and targets;
- class practice is adapted for the child and provision is made at a whole class, small group and/or individual level;
- progress is reviewed termly against targets set;
- involvement of other professionals, where needed, with parental consent.

The child's progress will be monitored by the class teacher, SENCo and the Senior Leadership Team. The school is expected to use its existing resources to support the children receiving SEN Support. Achieving for Children (AFC) have produced a document outlining Ordinarily Available Provision in schools, this can be found here. In some cases, the amount of support that a child requires is beyond the SEND resources within the school. If, after at least two terms of support (local authority expectation) we have evidence that the child is not making progress we would consider whether an application for an Education, Health and Care Plan (EHCP) is the next step. As part of this process we would hold a multi-agency meeting (MAM) with parents, teacher/s and the professionals involved with the child to discuss whether the school will request a needs assessment from the local authority. If the local authority agrees to assess the child's needs, this may result in an Education and Health Care Plan (EHCP) which comes with additional resources and funding. For information on the process of statutory assessment for an EHCP, including parental requests, please click here .

The professionals available to help provide services to children with SEND

Sheen Mount has access to:

- Speech and Language provision and advice (NHS)
- Occupational Therapy service (NHS)
- Physiotherapy (NHS)
- Educational Psychology Service (AFC)
- Educational Service for Sensory Impairment (ESSI)
- School Nurse (NHS)
- Educational Wellbeing Practitioner –Mental Health Support Team (MHST)
- Early Help Support (previously Family Support Workers) via a Single Point of Access -SPA referral
- Richmond Young Carers

In addition, Sheen Mount has built connections with other agencies or individuals who have provided advice and support in the past:

- Clarendon and Strathmore special schools
- Down's Syndrome Education advice
- Prader-Willi Syndrome Association UK
- PAC-UK (Post-adoption support agency)
- Small Steps (specialist help and support to parents with physically disabled children)
- Private Speech and Language Therapists
- Private Occupational Therapists
- Private Art/Play Therapists

Any referrals or discussions regarding your child with an outside professional will only happen with parental consent.

Our school assigned speech and language therapist (SALT), occupational therapist (OT) and physiotherapist (PT) work with our children with EHCPs through a consultative model, with either half-term or termly visits. The professional sees the child with their key adult and talks through progress and next steps.

Where a child does not have an EHCP and a concern is raised regarding their speech and language and/or occupational therapy needs, the teacher can book to see the SALT/OT in a consultation clinic to discuss the concerns (with parental consent). Strategies and/or resources may be shared with the teacher. A referral to speech and language and or occupational therapy may be suggested as a result of the consultation clinic. If an occupational need is identified (gross motor, fine motor, sensory/physical) then the school is also expected to use their Occupational Therapy Mainstream pack. This is a folder with screening assessment tools and suggested strategies/resources for use in school. Schools are required to show evidence of intervention/adjustments and discuss the child's needs with the school assigned occupational therapist before making a referral to the occupational therapy clinic.

Where a child's needs are cognitive and/or social, emotional, mental health (SEMH) in nature and the interventions put in place to support them are not showing improvement over time (generally at least two terms), then the school will contact their assigned educational psychologist (EP). The school buys in a

number of hours per year of EP time and some of this will be used for assessments linked to the application of or an existing EHCP. The approach used by the EP is strength-based. This is the process that she follows:

1. Initial consultation with parents and school staff (**assess**). Actions will be agreed during this meeting (**plan**).
2. School staff and parents will carry out the agreed actions (**do**).
3. Review meeting with parents and school staff (**review**) to agree next steps.

If you already have a private therapist in place for your child, please contact Laura Jeffery to discuss this provision. Wherever possible, Sheen Mount is happy to accommodate private therapists, providing we have the space available.

Monitoring the progress of children with SEND

Every pupil in the school has their progress tracked regularly, by their class teacher/s, through ongoing marking, observation and feedback. Teachers regularly update the internal tracking database, Insight. Every term progress meetings are held involving the Senior Leadership Team including the Inclusion Leader, Phase Leaders and class teachers so that any concerns over progress can be discussed and addressed.

Teachers meet with the SENCo to discuss the progress made towards targets for children with SEND. If these assessments do not show adequate progress is being made, the support plan will be reviewed and adjusted accordingly.



Sheen Mount's approach to teaching children with SEND

'High quality teaching differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.' (SEND Code of Practice 2015:6.37).

Sheen Mount is fortunate to have a specialist SEND suite and a number of rooms available for small group learning. Additional equipment includes a sensory tent, sensory materials, computer programmes, and Physiotherapy/OT aids such as a trampette, Thera-balls and scooter boards.

The Nest is a lunch-time provision offered on three days a week from 12.30 – 13.15. It is overseen by Laura Jeffery and is a calm and supportive environment open to those children that may need a quiet space at lunchtime (invitations are sent out and passes are available from key staff on the playgrounds).





We are proud to have developed a Sensory Garden, which is a calm space where children can care for and enjoy the natural environment. The children are able to access this space with adult supervision.

Staff undertake regular training on SEND related matters. This is delivered either in staff CPD sessions throughout the year or signposting to online training opportunities. Our school assigned Educational Psychologist has delivered training on Attachment and Trauma, Dyslexia Friendly Classrooms and Adaptive Teaching Strategies over the past three academic years. In addition, a full range of training is available through Achieving for Children (Richmond) and staff are encouraged to attend relevant training courses.





Reasonable Adjustments

All clubs, trips and activities offered to pupils at Sheen Mount School are available to pupils with special educational needs and or disabilities. For some pupils 'reasonable adjustments' may need to be made so that they can fully access school trips and journeys. This is always undertaken in partnership with families and carers. This can include social stories, liaising with outside providers, providing extra staff on school journeys and putting extra planning in place. Please see our SEND policy on the school's website for further information regarding reasonable adjustments.

Progress and communication

Parents are able to make appointments with their child's teacher/s at any point in the school year by emailing the school office: info@sheenmount.richmond.sch.uk . Once this has happened, if a further conversation with the SENCo would be helpful please email the school office to request an appointment. In addition, all parents of pupils at Sheen Mount School are invited to discuss the progress of their children with their child's teacher on three occasions during the year. Furthermore, parents of children with an EHCP are invited to attend their annual reviews; where a child is under 5 there will also be a six month review of their progress. All children receive a written report once a year. For children with an EHCP,

communication books, emails or face-to-face debriefs will be used to communicate between home and school (frequency to be agreed between individual families and school).

Transition arrangements for joining, moving up or leaving



We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

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).
- Offer additional transition visits.
- When a child is joining in a year other than reception we will take photos of key adults and their learning environment and share these with the new family. These photos can be used to help prepare your child; a social story may also be created for your child.

If your child is moving to another school we will:

- Contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- Make sure that all records are passed on as soon as possible.

When moving up to the next year group in school:

- Information will be passed on to the new class teacher in advance and time is given for planning and handover meetings.
- Depending on age and individual need, children will be given additional opportunities to visit their new classrooms and teachers. In some cases a social story will be used to aid transition.
- Some children will be given an invitation to come to school during the September INSET day to meet with their key adults and to help with the transition back into school after the long summer break.

In Year 6:

- The Inclusion Leader/SENCo will liaise with your child's secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible, your child will have more than one opportunity to visit their new school and in some cases staff from the new school will visit your child in this school.
- Where appropriate a social story may be created to aid transition.
- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Complaints procedure

The same arrangements for the treatment of complaints at Sheen Mount School are used for complaints about provision made for special educational needs and disabilities. Please see the Complaints Policy on the school website.

Useful contact information and links



For more information about what support and advice is available from Richmond please visit their local offer on AFC info website - Kingston and Richmond :: SEND Local Offer

Richmond and Kingston SENDIASS, is a free and confidential service offering impartial information, advice and support on issues relating to a child's or young person's special educational needs or disability. They work with parents, carers, and with children and young people from 0 to 25, in Richmond and Kingston. Please visit their website by following this link: Richmond & Kingston SENDIASS

'Skylarks is an independent Richmond upon Thames-based charity that provides **activities and therapies for children** with disabilities and additional needs. We also support and provide therapies, courses and information for their **whole families**.' More information can be found by visiting their website: Skylarks Charity

'Ruils is a user-led charity supporting Disabled children and adults and people with long term health and mental health conditions to live independently, be part of their community and to live life to the full. We provide information, advice, advocacy, befriending and activities to our clients and their families.' More information can be found by visiting their website: Ruils Independent Living