



**SECAT**

*Building strong schools,  
Building strong partnerships,  
Building strong communities*

**SOUTHEND EAST COMMUNITY ACADEMY TRUST**

## **SEND POLICY**

### **Richmond Avenue Primary School Addendum**

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This SEN policy sets out our approach to SEN across SECAT.

This addendum sets out the SEN information report for Richmond Avenue Primary School.

## 1. Aims

Our SEN policy aims to:

- › Set out how our trust will support and make provision for pupils with special educational needs (SEN) across all of our schools
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- › To ensure all children in our care are valued equally and their achievements given equal weight.
- › To provide the opportunity for all children to access mainstream education irrespective of ability, gender or ethnic origin.
- › To ensure that special educational needs are identified, assessed, and provided for.
- › To acknowledge the role that parents play in supporting their child's education, value their views and seek to support them in their role.
- › To acknowledge the voice and feelings of the individual child who requires support in whatever form.

The Richmond Avenue SEN information report is included in the appendix of this addendum.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO of each school in the trust will:

- › Work with the headteacher and SEN trustee and local governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- › Work with the headteacher and Trust Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN trustee/local governor**

The SEN trustee and local governor will:

- › Help to raise awareness of SEN issues at board/Academy Committee meetings
- › Monitor the quality and effectiveness of SEN and disability provision within each/their school and update the board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in each/their school

### **4.3 The headteacher**

The headteacher will:

- › Work with the SENCO and SEN trustee to determine the strategic development of the SEN policy and provision in the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

- › › Ensuring they follow this SEN policy

## **5. Monitoring arrangements**

This policy will be reviewed by the Trust Board every year.

The information report will be:

- › Reviewed every year by the SENCO, Mrs Sophie Hicks
- › Updated if any changes to the information are made during the year

Both documents will be approved by the board of trustees.

## **6. Links with other policies and documents**

This policy links to our policies on:

- › Accessibility plan
- › Behaviour
- › Equality information and objectives
- › Supporting pupils with medical conditions



## Appendix 1: SEN information report for Richmond Avenue Primary School

# **RICHMOND AVENUE PRIMARY SCHOOL AND NURSERY**



## **SEND INFORMATION REPORT**

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

In September 2014 a new Special Educational Needs Code of Practice came into effect. From this time Local Authorities must publish a Local Offer, setting out in one place information about provision that they expect to be made available for children and young people in their area who have Special Educational Needs (SEN). The Local Offer, provided by Southend Borough Council has two key purposes:

- To provide clear, comprehensive, and accessible information about the provision available to support disabled children and children with SEN and their families.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.

Our SEN Information Report provides details of the resources, interventions etc. that we provide here at Richmond Avenue Primary School to support children with Special Educational Needs and/or Disabilities (SEND). Due to the ever-changing needs of our children, there may be additional support available that has not been covered here in this document. This report has been compiled by the SENCO with contributions from the SEN governor, staff members, pupils and parents. Information from the School's SEN policy is also included. This policy is reviewed annually.

If you would like further information about what we offer at Richmond Avenue Primary School then please do not hesitate to contact our SENCO, Mrs S Hicks on [senco@richmond.secat.co.uk](mailto:senco@richmond.secat.co.uk). She can also be found on the Gate every day before and after school. If you are thinking of sending your child to us and if you feel your child's need is not mentioned here, please contact us to make an appointment so that we can discuss your child's specific needs.

Where can I find information on where the Local Authority's local offer is published?

Schools must contribute to the Local Offer. This SEN Information Report is our school's contribution to the Local Offer. Further information on what is available from Southend Borough Council's Local Offer can be found at: [THE Homepage – Livewell Southend](#)

### Transition – Richmond Avenue Primary School

How will the school prepare and support my child/young person to join the school?

A number of strategies are in place to enable effective pupils' transition. These include:

- The SENCO and/or Learning Mentors will carry out an initial tour and parents/carers are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Early Years Team alongside the pastoral team if needed, carry out home visits with **all** our young children and their families who join our school in September.
  - The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
  - Identified pupils may have extra visits before they join us. They can visit as often as they like and are encouraged to make photo books.

### Transition to the next school, preparation for adulthood and independent living - Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

**How does the school know if my child/young person needs extra help?**

**What should you do if you think your child/young person has special educational needs?**

**We know when pupils need help if:**

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- A pupil asks for help.

If parents have concerns relating to their child's learning, then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo, Mrs Hicks.

Parents may also contact the SENCo or the Head Teacher directly if they feel this is more appropriate. All parents will be listened to.

Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Parents can look at the following websites:

- <https://www.southend.gov.uk/children-disabilities/local-offer-send>
- <https://www.livewellsouthend.com/>



## How will the school support a child with SEND?

### **A graduated approach: Quality First Teaching**

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. We endeavour to provide all pupils with quality first teaching that is differentiated to meet the diverse needs of all learners.

### **Our teachers have high expectations for all. Our teachers:**

- Support independent learning
- Promote pupil talk, individually and in groups
- Question, model, explain
- Ensure pupil engagement and make high demands of their involvement
- Make reasonable adjustments and SEN provision in their lessons

**Teachers** are trained in effective deployment of LSAs, the four areas of Special Educational Needs, dyslexia, spelling and writing weaknesses, mental health in schools, supporting pupils with SEN in the classroom, homophobic bullying, dyscalculia, teaching pupils with learning difficulties, autism, attention deficit hyperactivity disorder, behaviour management, differentiation, teaching pupils with visual impairment and what is quality first teaching. Each year the SENCO delivers training on SEN to new staff.

Use of Bexley Toolkit to support the Assess, Plan, Do and Review cycle. This aids teachers to establish a Cause for concern, Identify needs and evidence the support they have in place.

We have a well-developed programme for continuing professional development which is reviewed and updated every year.

## How will the school know how my child/young person is doing?

### **How will parents know how their child is doing?**

- Progress towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through Edukey, Provision Map and Parents' Evenings.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCO, a member of the senior leadership team at any time when they feel concerned or have information, they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you.
- If the pupil's rate of progress continues to be a concern, then advice and support may be sought from the SENCO and the team of LSAs.
- The SENCO and team of LSAs may use further assessment and/or observations to identify specific needs and inform provision. Examples include phonological awareness assessments, vocabulary tests, phonics screening and expressive/receptive language tests.
- The Bexley Toolkit is being used across the school to support identifying needs and appropriate strategies to support these needs.

## Learning Support Assistants

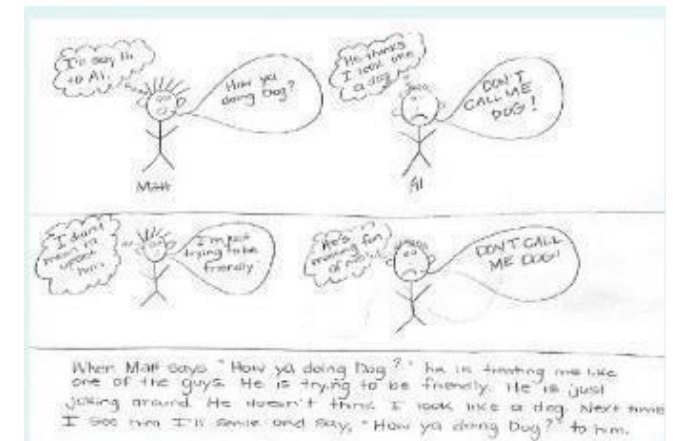
We have a large team of Learning Support Assistants (LSAs) supporting our pupils. All have received training in many aspects of teaching and learning. The LSAs help **anyone** who needs help, not just the pupils on the Special Educational Needs register. Their aim is to promote independent learning.

The LSAs move around the classroom helping everyone, prompting reluctant learners, asking questions to help the pupils to arrive at their own answers, marking work and giving feedback to pupils, explaining in simpler terms, asking the teachers for clarification on behalf of the pupils who don't understand, giving feedback to teachers to move individuals learning forward.

### Interventions that are provided by the Learning Support Assistants

We have LSAs responsible for supporting certain individual pupils and small group teaching. They meet with outside agencies and communicate directly with teachers. The LSAs also have an additional responsibility of delivering interventions such as:

- Reading / Spellings / Precision teaching / Lexia
- Lego therapy
- Comic Strip conversations
- Sensory circuits
- Emotional regulation
- Use of the calm room
- Phonic interventions
- English as an Additional Language support.
- Social and Emotional Difficulties – Zones of Regulation
- Social Skills (Talkabout)
- Fine motor / handwriting intervention
- Maths Booster
- Paired reading
- Reading Eggs
- Chill room at lunch
- Social stories
- Sensory stories
- Attention Autism



**Social and Emotional Difficulties** - Pupils are usually identified by Class Teachers, LSAs and senior member of staff. The SENCO and Learning Mentors meet weekly and discuss pupils who are having difficulties within any of the areas of need. Depending on the need may be given 1:1 support by the Learning Mentor, so that they can discuss what issues are causing them problems and try to find a solution to overcome that problem. They are provided with a safe, private place to discuss any issues and they follow activities to improve their self-esteem and find appropriate ways of expressing their feelings. This may be through drop ins, lunchtime chill club, use of the sensory room and check out club.

We employ two Play-Therapists, Dawn and Lena, who each work one day per week with children who need more in-depth therapy through play.

Mrs V Forde

**Learning Mentor**



Mrs S Treveil

**Learning Mentor**



I have regular contact with the lovely Learning Mentor at Richmond, who listens to my worries and supports my child and family (Parent)

Having the space to think and calm down is great  
(year 3 pupil)

**Speech and Language/Social skills** - Pupils are identified by members of staff. Pupils referred for Speech and Language would work on language skills. Pupils referred for Social skills would work in groups to teach them how to interact with their peers on an appropriate level.

**Handwriting** – Pupils are identified by members of staff. Pupils complete a handwriting assessment to see where the issue lies e.g - grip of pen, writing on/off the lines, letter formation. They follow a structured handwriting programme which is made more fun by including some activities to improve fine motor control. Pupils could be encouraged to copy patterns and written form to develop the correct holding of a pen and writing on the lines. Sometimes it can be a matter of just changing the type of pen that they are writing with.

**At home - children can access Times Table Rockstars/ Spelling Shed/ Purple Mash / Reading Eggs to support with both English and Maths skills.**

**Reading** - All pupils are tested on their reading ability throughout the year, any children highlighted that are not making the expected progress will be provided with appropriate intervention. At the end of the term all pupils are re-tested to see how much improvement they have made.

**At home – parents can encourage their child to read to them EVERY NIGHT. Take it in turns to read to make it more fun and model how a fluent reader sounds. Anything can be read for example the newspaper/magazine etc. discuss with the child what they have read to help their understanding of the text. It is essential to pre read the book first, to explore any words the children may find difficult and to discuss these first. If a child gets stuck on a word try to help them find a way to break it down.**

**Spellings** - All pupils are tested weekly for their spellings, these are differentiated and link directly to the end of year spelling expectations.

**Maths-** Pupils are identified by their teacher, if they are struggling with a particular area, intervention is put in place. The LSAs work closely with the teachers and to help the student find a way of understanding the problem.

**English as an Additional Language** - Pupils are identified from information from their parents/carers. We will have a conversation with the pupil encouraging them to answer specific questions, depending on their answers and how long they have lived in the UK an appropriate access test with free writing will be completed. If required, intervention is then devised to match the pupil's needs, such as using their home language texts to support their vocabulary.

**Encourage your child to use English in everyday situations, encourage them to watch the news.**

**Science - BBC Bitesize has Science pages that will help the student to understand each section of their Science lessons.**

### How will the curriculum be matched to my child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCO and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

### How will parents know how their child is doing?

- Progress towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher or the SENCO at any time when they feel concerned or have information, they feel they would like to share that could impact on their child's success. Please contact the school office or SENCO directly, who will arrange this appointment for you.

**What support will there be for my child/young person's overall well-being?**

**How accessible is the school environment?**

**The school offers a wide variety of pastoral support for pupils. This includes:**

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms – school council and parent forums are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps located on the school website and aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.
- Assessments can be used to help gauge Social Emotional and Mental Health needs with strategies developed from this.

- We have toilets adapted for pupils and visitors with disabilities including a hoist for our shower and toilet facilities.
- Some stairs, steps and ramps have edgings of a contrasting colour. Edging steps in a contrasting colour indicate where there is a change in level.
- We have lifts installed in the school.
- All windows have restrictors; therefore, any windows which open out onto walkways do not present a hazard.
- Our Accessibility Plan has been updated and describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and is available via the school website. Our pupils have helped to devise the accessibility plan.

**How are the school's resources allocated and matched to children's special planning for my child's educational needs?**

**How will I be involved?**

- The school receives funding to respond to the needs of pupils with SEND from several sources:
- A proportion of the funds allocated per pupil to the school to provide for their education is called the Age Weighted Pupil Unit.
- The National SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority's High Needs SEN Funding allocation.
- This funding can be used to provide the equipment and facilities to support pupils' needs.

**This will be through**  
 ISP reviews and discussions during parents' evenings  
 Discussions with the class teacher, SENCo or member of the senior leadership team  
 Meetings with support and external agencies  
 EHCP Annual reviews

**Support services for parents of pupils with SEN includes:**

- Special Educational Needs & Disability, Information, Advice & Support Services (SENDIASS) offer independent advice and support to parents and carers of all children and young people with SEND.
- SENDIASS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here [www.gov.uk/special-educational-needs-disability-tribunal](http://www.gov.uk/special-educational-needs-disability-tribunal)

## What is the process of receiving a EHCP (Education, Health and Care Plan)?

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offer and/or by contacting Parent Partnership Service. <https://www.livewellsouthend.com/>

### Education, Health and Care Plans (EHC Plan)

- Following Statutory Assessment, an EHC Plan will be provided by Southend Borough Council (or Essex depending upon postcode), if it is decided that the child's needs require support above and beyond what is ordinarily available in school. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.



## How will my child be included in activities outside the classroom including school trips?

- All after and before school clubs are accessible to all children
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. Additional risk assessments can be made for individuals which will be completed with the Parent/Carer, Class Teacher and SENCo.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- Children with SEND and physical needs participate in a range of specialist events throughout the year. Recently, this has included a ten-pin bowling tournament, which we won, and a swimming gala at the Olympic Pool in Stratford, which parents also attended.
- Children are prepared ahead of time using social stories, pictures and videos.



'I loved being able to attend and watch our son genuinely smile being part of a team' - parent



I can't believe we won! I've never won anything! – Year 6 pupil with SEND after winning the bowling tournament

## How will the school prepare and support my child/young person transfer to the next stage of education and life?

### Transition to the next school, preparation for adulthood and independent living:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y5 for pupils with a EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- Feedback from last year's pupils on the effectiveness of the transition process can be located on our website in the transition folder.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

## What arrangements does the school make in relation to the treatment of complaints from parents of children/young people with SEN/D concerning the provision made at the school?

Please refer to the school's Complaints Policy for more information. Within school, the procedure has three stages, which must begin with the informal stage:

- **Informal** - most concerns are easily resolved informally by discussion with staff at the school; more difficult or complex concerns may take more than one discussion.
- **Formal complaint to the Head Teacher** - if you are unable to resolve the complaint you should write to the Head Teacher detailing your complaint.
- **Formal complaint to the governing body** - A formal complaint can be made to the governing body, after careful attempts have been made to resolve the matter informally or formally with the Head Teacher.

Parents and carers who are unhappy with the Local Authority or school's responses to their child's SEND, may seek mediation from the SEN Mediation and Disagreement Resolution Services. This is available to parents of children with special educational needs and to young people with special educational needs. The services are free and confidential and are independent of the local authority and Clinical Commissioning Group. Tel no: 0800 064 4488

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Tel no: 0800 064 4488

This document is intended to give you information regarding the ways we ensure we support all our pupils, including those with SEN, in order that they reach their full potential. It may not list every skill, resource, and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEN when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement. Once this occurs, we have specific needs-based plans which help support their development and accelerate progress.

## What provision do we offer?

Communication and Interaction Needs	Speech and Language Communication Needs	<ul style="list-style-type: none"> <li>• Access to Speech and Language Unit/ Specialist Teacher</li> <li>• Access via Family Support (EHFSA), to Speech and Language Therapist</li> <li>• ELKLAN trained LSAs</li> <li>• Individualised Speech and Language programmes</li> <li>• Visual timetables</li> <li>• SALT school core link for care plans and further support</li> <li>• Speech and Language assessment screener: Verbo</li> <li>• Speech and Language assessment screener: Wellcom</li> </ul>
	Autistic Spectrum Disorders	<ul style="list-style-type: none"> <li>• Access to St. Christopher Special School Specialist Provision and Expertise in ASD and ADD and ADHD.</li> <li>• Social Stories</li> <li>• Individual Visual Timetable</li> <li>• Calm and safe Environments for calming down</li> <li>• Sensory Rooms: lower and upper school rooms</li> <li>• Key LSA/ Mentor</li> <li>• Access to Educational Psychologist input</li> <li>• Specialist Teacher support (STT) from the Local Authority</li> <li>• Assessment and identification with Lighthouse Children's Development Centre via CareBridge</li> </ul>
Cognition and Learning Needs	Moderate Learning Needs	<ul style="list-style-type: none"> <li>• Screening programme to identify those who need targeted support</li> <li>• Interventions – group and individual</li> <li>• LSA support addressing misconceptions and catch up sessions</li> <li>• Booster sessions</li> <li>• Additional tuition</li> <li>• Access to Specialist Teachers and Educational Psychologist.</li> <li>• Specialised Programmes (Gym Trail) that develop co-ordination: gross and fine motor skills</li> <li>• Phonics and Maths box intervention</li> <li>• Technology (reader pens, dictation software, audiobooks)</li> <li>• Assessment and identification with Lighthouse Children's Development Centre via CareBridge</li> </ul>
	Specific Learning Needs	
	Behavioural	<ul style="list-style-type: none"> <li>• Learning Mentor</li> <li>• Access to Specialist Support (External)</li> </ul>

Social, Emotional and Mental Health Needs	Emotional and Mental wellbeing	<ul style="list-style-type: none"> <li>• Primary School Nurture Base</li> <li>• Learning Mentor support Play therapy</li> <li>• Mentors</li> <li>• Access to Children and Adolescent Mental Health Service (CAMHS)</li> <li>• MHST (Mental Health Support Team) for parents and children</li> </ul>
Sensory and Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> <li>• Access to Hearing Impairment Specialist</li> <li>• FM receivers</li> <li>• Hearing Loops</li> </ul>
	Visual Impairment	<ul style="list-style-type: none"> <li>• VIA – Kingsdown Special School</li> <li>• Touch typing lessons</li> <li>• Physical Environment Audit</li> <li>• Adapted resources</li> </ul>
	Multi-Sensory Impairment	<ul style="list-style-type: none"> <li>• Risk Assessment and individualised support</li> <li>• Occupational Therapy referrals and support (outreach)</li> </ul>
	Physical Impairment	<ul style="list-style-type: none"> <li>• Disabled toilet – hoists</li> <li>• Reasonable physical adaptations</li> <li>• Lift</li> </ul>
Medical		<ul style="list-style-type: none"> <li>• Specialist support</li> <li>• Access to specialist nurses</li> <li>• Access to school nurse</li> <li>• Individual Health Care Plan</li> <li>• Medical Room</li> <li>• Secure storage for medication</li> <li>• Personalised Emergency Evacuation Plan (PEEP)</li> </ul>

## **Working with other agencies**

The school directly contracts the services of two play therapists. The school, usually through the school's SENCO, works with a variety of other agencies to ensure that pupils with SEND receive the best support possible. Therefore, Richmond is committed to partnership working and effective communication with such agencies.

## **Contact details of support services for parents of pupils with SEN**

**SENDIASS** (Special Educational Needs & Disability Information, Advice & Support Service)

Tel:01702215499

Email: [iass@southend.gov.uk](mailto:iass@southend.gov.uk)

### **Children With Disabilities Team**

Tel: 01702 215110

Email: council@southend.gov.uk

## **Contact details for raising concerns**

**MASH TEAM** (during office hours) 01702215007

**Emergency Duty Team** (out of office hours) 0345 6061212