



"Building Each Other up in Love and Learning"

Special Educational Needs and Disability (SEND) Information Report for Parents and Carers 2026/2027

Date approved by St Stephen's CE Primary School	September 2026
Review date	September 2027
Approved by	Full Governing Body



This report has been drafted in collaboration with parents and carers, setting out St Stephen's provision for children with special educational needs and disabilities (SEND). It is updated annually. Further information can be found in our school policies, which are available to view [here](#). These include our *SEND, Equality, Safeguarding & Child Protection, Anti-Bullying, Behaviour, Accessibility, Attendance & Punctuality, and Supporting Pupils with Medical Conditions* policies.

St Stephen's School ensures that all children with special educational needs and/or disabilities (SEND), and those with additional needs have opportunities to thrive and flourish, demonstrate their abilities and overcome barriers to learning, participation or barriers to living a happy and full life.

We have a cohesive approach to additional needs, training teachers and support staff to develop their awareness of a range of needs and enabling our learners to acquire knowledge and build self-confidence.

We are committed to eliminating prejudice and discrimination, fostering an inclusive environment where every child feels safe, valued, and a genuine sense of belonging. We are keen to ensure they are rounded individuals who are prepared for their future in our ever changing world. We believe that all learners are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter; creating a future that they want to live in. We want our children to challenge stereotypes, stretch boundaries and have the power to take part with confidence. For all of them to make positive changes in our world; to make it a better place for them, and all around them.

What Are Special Educational Needs and/or Disabilities (SEND)?

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

Disability and SEN are distinct but may overlap. A disabled pupil does not necessarily have SEN, and a pupil with SEN is not necessarily disabled. The school has duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils.

SEND Code of Practice (2015)

Who Should I Talk to at St Stephen's About My Child's Difficulties with Learning, Special Educational Needs (SEN) or Disability?

Your child's teacher is the first person to contact. They are regularly available to discuss your child's progress or any concerns you may have and will be able to give you advice for supporting your child's learning.

Emily Cook, Special Educational Needs Co-ordinator (SENCO), is available to meet with you to discuss any concerns you have regarding your child's needs and discuss the best possible way to support your child. If any outside agencies are involved, she is available to talk you through any reports and explain what they mean for your child. To make an appointment to see Miss Cook, you can call the office on 020 8892 3462 or email

sen@st-stephens.richmond.sch.uk

How Does St Stephen's Support Children with Special Educational Needs and/or Disabilities?

Our priority is to provide high-quality, adaptive teaching that is inclusive for all pupils. The SEND Code of Practice states that, "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN" (SEND Code of Practice: 0 to 25 years, January 2015, paragraph 6.37).

At St Stephen's, we adopt a three-tiered approach to supporting your child's learning:

Universal Offer (Tier 1) – This is the Quality First Teaching (QFT) that your child receives daily from their class teacher. It includes targeted adaptations to suit individual learning needs and remove barriers to learning. Examples include applying the principles of Emotion Coaching and an Attachment Aware Approach, adapting learning activities and resources, and adjusting classroom seating or furniture arrangements. Details of St Stephen's Quality First Teaching Strategies can be accessed on our website [here](#).

Targeted Support (Tier 2) – It may be appropriate to consider additional short-term Special Educational Provision to reduce or remove barriers to your child's learning. This follows the graduated four-part cycle of Assess, Plan, Do, Review:

- **Assess:** Identifying your child's specific needs.
- **Plan:** Planning the most effective and appropriate intervention.
- **Do:** Delivering the targeted support.
- **Review:** Reviewing the impact on your child's progress towards their individual learning outcomes.

Specialist Provision (Tier 3) – It may be necessary to seek specialist advice and long-term support from external professionals to plan for the best possible learning outcomes for your child. External services may include Educational Psychology, Speech and Language Therapy (SaLT), Occupational Therapy (OT), Advisory Teachers for Sensory Impairments, and the Child Development Service. The school may need to prioritise

referrals to these services based on threshold criteria. For a very small number of children with complex or long-term needs, access to ongoing specialist support may be formalised through an Education, Health and Care Plan (EHCP).

We also make reasonable adjustments across the wider school day to ensure all pupils thrive. This includes nurture groups, lunchtime support; personalised risk assessments for trips; active monitoring of extra-curricular inclusion; and access to sensory focus tools in all settings.

Teaching and Learning Assistants (TLAs) are deployed based on individual learning needs and to fulfill the statutory support outlined in pupils' Education, Health and Care Plans (EHCPs).

Pupil Passports are used as part of our universal offer to outline specific High-Quality Teaching/ Quality First Teaching strategies for staff. Written in collaboration with the child and their parents/carers, each passport provides a concise summary of the pupil's strengths, individual needs, and key support strategies to help them achieve their outcomes. Passports are shared with all adults working with the child to ensure consistent, effective support.

The school has experience of meeting the needs of pupils with a range of educational needs including ADHD, autism, dyslexia, dyspraxia/developmental coordination needs, cerebral palsy, speech, language and communication needs, hearing impairment, learning difficulties, sensory and/or physical needs, and social, emotional and mental health (SEMH) needs. When a child enters our school with a need that is less familiar, we access training and advice to provide appropriate support. Our admission arrangements do not discriminate against or disadvantage disabled children or those with special educational needs and/or disabilities: we follow the usual school admissions procedures. Decisions on the admission of pupils with an EHCP are made by the Local Authority who have or are undertaking the assessment. For St. Stephen's, this may be Richmond or Hounslow.

How Does St Stephen's Identify a Special Educational Need and What Provision Does the School Make?

'All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision to improve long-term outcomes for the child or young person.' (section 6.14 of the Code of Practice)

A Needs-Led Approach

The school recognises that a pupil may have SEN even where their attainment is broadly in line with age-related expectations. Identification considers the needs of the whole child, including their strengths and any barriers to learning, communication, participation, wellbeing or independence. The four

broad areas of need provide a framework for understanding and planning provision; they are not intended to label a pupil or restrict our understanding of their individual needs.

The Senior Leadership team and Phase Leaders monitor progress termly. The class teachers and support staff also have regular meetings with the SENCO including Termly Intervention Liaison Meetings where all groups of children are discussed, provision and progress are monitored and targeted support is planned. During these meetings children are identified for intervention groups and smart targets are set for these groups which are mainly but not exclusively held before school. These are designed to close identified gaps in learning or to address concerns about the social and emotional wellbeing of pupils. The SENCO may be requested to observe a child if concerns are highlighted. Parents are informed when their child has been identified as requiring extra support and they are given details of the specific intervention group outcomes. Partnership with parents is highly valued at St Stephen's and we encourage parents/carers to raise any concerns with their class teacher or directly with the SENCO at any time. The above adheres to the graduated approach, Assess, Plan, Do, Review model.

Our expectation is that the children make at least expected progress. The SEND Code of Practice (2015) describes adequate progress as:

- matching or improving on the pupil's previous rate of progress;
- allowing the attainment gap to close between the pupil and children of the same age;
- similar to that of children of the same age who had the same starting point;

Where a pupil makes limited progress despite high-quality, adaptive teaching, reasonable adjustments, and targeted support, we evaluate their profile across the four broad areas of need in the SEND Code of Practice (2015): Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical Needs. With parental consent, we may also request external specialist advice or assessment.

The school works in partnership with other agencies to help identify specific needs and to request specialist support. This could include Educational Psychologists, the school nurse, Speech and Language Therapists, Occupational Therapists, family support workers, Physiotherapists and Social Services.

There may come a point where support has been provided in school, several outside agencies have worked with and supported your child and progress is still limited. This is when parents and carers, outside agencies involved with your child and the SENCO will meet to discuss whether the school should undertake the statutory assessment. This is known as an Education, Health, and Care Needs Assessments (EHCNA), which is the first step to initiate an Education, Health and Care Plan (EHCP). As a parent/carer you can make a request to the local authority for a needs assessment for an EHCP at any time. If such a request is made, however, the local authority (Achieving for Children or Hounslow) has a statutory duty to consult the school so the request will go back to school.

What Training and Expertise Do the Staff Have in Relation to Children with Special Educational Needs and Disabilities?

All teachers and support staff attend regular staff meetings and training sessions on different areas of learning and health needs. The Deputy Headteachers/SENCO holds regular meetings with support staff where training and resources are shared. We also provide more specific training for staff on particular needs when necessary. This may be for the staff working with a particular child but it is also regular practice for this training to be shared with all staff. Outside agencies such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists provide recommendations and training, when required.

Previous training has included Attachment Awareness, explicitly teaching metacognitive strategies, Supporting Children with Hearing Impairments, Colourful Semantics, dyslexia, working memory, sensory regulation, positive handling, understanding Autistic Spectrum Disorder and supporting pupils with Attention Deficit Hyperactivity Disorder.

How Will St Stephen's Involve Parents/Carers and Pupils in the Decision-Making Process?

In the first instance, the class teacher will contact parents/carers to discuss your child's strengths and any current concerns or difficulties they are experiencing, usually this discussion will involve the child (taking into account the age of the child and the type of need). The teacher will outline what school will be doing to help address these particular difficulties and discuss ways in which parents/carers can support at home as well as seek the child's views. Parents/carers may be asked for permission for school staff to talk to outside agencies (e.g. SaLT, OT, PT or school nurse) about their child in order to get professional advice to support both the child and adults in school. If additional support has been put in place and progress is less than expected, the SENCO and class teacher will invite parents in to discuss further support and next steps although parents are also able to have contact with the SENCO in person, by email or phone.

Pupils are encouraged to understand and communicate what helps them to learn and participate successfully, including metacognitive strategies that support self-regulation, communication, independence and wellbeing, people they can ask for help, and factors that may create barriers or contribute to distress or dysregulation.

Children with EHCPs are all invited to attend their annual reviews and are supported to contribute their views in a way that is appropriate and accessible to them.

We ensure that the pupil's voice is central to their Pupil Passport, capturing their views, preferences, and feelings in a way that is meaningful to them.

How Will St. Stephen's Help My Child During Transition?

Information will be discussed and passed on to the new class teacher as part of the class handover meetings including any outside agency reports and resources that support your child.

- If appropriate, a social story or information book can be sent home to help with their understanding of change.
- Any equipment will be available in the new classroom e.g. slope board for writing.
- The last ISP review meeting in the summer term involves the parents, current teacher and class teacher for the new academic year.

It may be necessary for your child to have additional visits to the new classroom or additional time with the new class teacher or teaching and learning assistant to aid their transition.

How Does St. Stephen's Evaluate the Effectiveness of the Provision?

This is done in accordance with the graduated approach, Assess, Plan, Do, Review model:

- class teacher assesses the child's needs; each intervention has a baseline assessment
- class teacher plans appropriate adjustment; a set of targets outlined at the beginning. These may be academic targets or targets that address social, emotional or mental health differences.
- class practice is adapted for the child; targets are very specific and broken down into smaller steps,
- progress is reviewed; Progress is then measured against these targets at the end of a timed period. Parents and children are invited to have input into reviewing these outcomes.
- SLT seek the views of all pupils including those with an additional education need

The school also considers:

- attendance and punctuality, particularly where SEND-related barriers have been identified;
- participation in the wider life of the school, including clubs, trips and enrichment;
- pupils' wellbeing, sense of belonging and inclusion;
- pupil voice and whether pupils feel listened to and involved in decisions about their support;
- parent/carers feedback and whether families feel listened to, involved and well informed;
- the impact of reasonable adjustments and adaptations on pupils' access, participation and independence.

The SENCO and Senior Leadership Team monitor provision and progress by regular book scrutiny, learning walks, discussions with children and phase meetings to discuss marking and granular assessment and the use of Insight Tracker. In addition the termly Intervention Liaison Meetings ensure thorough monitoring of provision

The SENCO meets once a term with the named SEND governor to discuss provision and outcomes for pupils with special educational needs and/or disabilities.

What Happens if My Child Already Has an Education, Health and Care Plan (EHCP)?

St. Stephen's has a legal obligation to meet the provision detailed in the documentation. In addition to their termly meeting with the class teacher to review progress, parents/carers will be invited to contribute to and attend an annual review, which will also include reports and/or attendance from the outside agencies currently involved with your child.

What Happens if My Child Has Special Educational Needs and a Medical Condition?

We make arrangements to support pupils with medical conditions so they can access their education. Individual Healthcare Plans (IHCPs) are put in place for those children with specific conditions needing additional support, monitoring and care. These IHCPs will be co-ordinated with any SEND plans. For more information see our Supporting Children with Medical Conditions Policy [here](#).

How Is St Stephen's Accessible to Children with Special Educational Needs and/or Disabilities?

We are fully committed to ensuring equality and access for all pupils, parents, staff, and visitors. As part of our requirement to keep our curriculum and learning environment accessible to all, we evaluate the needs of individual children and make 'reasonable adjustments' so all pupils can access learning, extra-curricular clubs, and educational trips. This is always done in partnership with parents and carers.

In line with Schedule 10 of the Equality Act 2010 and the SEND Code of Practice, our focus covers three key areas:

- Increasing Curriculum Access: Adapting teaching, learning, and wider school activities so all pupils participate equally. We provide specialist auxiliary aids and assistive technology, such as adaptive keyboards, headphones, laptops, and speech-to-text software, and train staff in Makaton to support communication differences when necessary.
- Improving the Physical & Sensory Environment: Continuously adapting our physical site and classroom spaces. Adaptations include specialist seating systems, step-free access, modified door handles, and sensory-friendly adjustments (such as dimmable lighting and reduced visual/auditory clutter).
- Enhancing Accessible Information: Ensuring school communications, timetables, social stories, and learning materials are available in accessible, preferred formats within a reasonable timeframe.

Consultation & Partnerships

We work closely with pupils, parents, health agencies, and specialist professionals to tailor provision to each child's circumstances. We actively seek parental views through formal Annual Reviews, termly ISP meetings, and informal SENDCO contact throughout the year. Dedicated accessibility discussions are also arranged for disabled parents upon request.

For more information, please view our Accessibility Policy and Equality Policy on the school website [here](#).

How Does St Stephen's Support Pupils' Emotional and Social Development?

Your child's wellbeing and emotional health is as important as their academic progress. We include support for improving emotional, mental and social development of pupils with SEND and for your child's overall wellbeing. The self-esteem, self-respect, spiritual awareness and self-confidence of each child is at the heart of the school to ensure that each child reaches their full potential in all aspects of school life. We encourage each child to understand that they are both special and unique. Teachers plan for the holistic development of each child in ~~his/her~~ their class, using their detailed knowledge of each individual to promote their confidence and self-esteem. The school offers a wide variety of pastoral support for children encountering emotional difficulties:

- At a whole school level, we encourage our children to follow our Behaviour Policy.
- Use of our RE programme, collective worship, circle time, PSHE sessions and assemblies ensure the school is developing children's personal, social, spiritual and moral education as well as their academic education.
- Use of the Zones of Regulation throughout the school.
- Teachers, Teaching and Learning Assistants and our Learning Mentors are readily available to the children to discuss issues and concerns at any time they feel necessary.
- Each term teachers reinforce with their class their safe hands - 10 fingers.
- The school works with parents and carers to encourage high levels of attendance.
- The school has a very supportive and strong ethos and a very positive approach to behaviour management. Reward systems such as stickers to encourage good behaviour are used throughout school.
- The school are part of the Mental Health Support Team (MHST) The Mental Health Support Team is a team of mental health and emotional wellbeing professionals who provide support to children, young people, families and staff in school settings within Kingston and Richmond.
- The school offers online training for parents and carers on Social, Emotional and Mental Health.
- St Stephen's celebrates Neurodiversity Celebration Week each academic year.

At St Stephen's, bullying of any kind is unacceptable. Our Anti-Bullying Policy guarantees a safe, supportive, and caring environment for every child.

We are aware that children with Special Educational Needs and Disabilities may face heightened vulnerabilities to bullying. To safeguard our SEND pupils, we implement:

- Promoting disability awareness, neuro-inclusive practices, and positive peer relationships across the school.
- Providing ELSA support, safe spaces, and structured social skills groups to build confidence and resilience.
- Ensuring accessible ways for SEND pupils to communicate concerns (using visual tools, social stories, or key trusted adults).

All reported incidents are investigated promptly, sensitively, and effectively in close partnership with parents and carers.

The SENCO may feel it is appropriate to coordinate additional support through access to our school mentors or time with a member of SLT. Some pupils may benefit from additional support through specific emotional and mental health strategies, such as the use of social stories, comic strip conversations, time out spaces and use of the Sensory Room.

With parental consent, pupils can access external specialist services, such as the School Nurse, the Mental Health Support Team (MHST), or Child and Adolescent Mental Health Services (CAMHS), as well as targeted therapeutic interventions within school.

For more information on our offer and services available for your child and you please see the [Health and Wellbeing](#) section on our school website.

How Does St Stephen's Support Pupils with SEND to Stay Safe Online?

Staff carefully supervise and guide pupils when engaged in learning activities involving online technology (including, extra-curricular and extended school activities if relevant), supporting them with search skills, critical thinking (e.g. fake news), age appropriate materials and signposting, and legal issues such as copyright and data law. We understand that online safety is a core part of safeguarding; as such it is part of everyone's job. Staff also work closely with the pupils and parents to ensure that all school acceptable use policies are followed and any breaches are followed up immediately.

Please see our *Acceptable Use Policy*, *Safeguarding & Child Protection Policy*, and *Online Safety Policy* [here](#) for further information.

What Outside Agencies Are Available to Support My Child?

All referrals have to be discussed and agreed with the SENCO. You may also wish to discuss health concerns with your GP. The school has access to support and expertise from:

- Educational Psychology (EP) Service
- Speech and Language Therapy (SaLT) service
- Occupational Therapy (OT) Service
- Physiotherapy
- School Nurse
- Membership to professional networks e.g. SENCO forum etc.
- Child and Adolescent Mental Health Service (CAMHS)
- Mental Health Support Team (MHST)
- ADHD Embrace [ADHD Embrace](#)
- Skylarks Charity [Skylarks Charity](#)
- Young Carers [Richmond Young Carers](#)

What Support Is Available to Parents and Carers Outside of School?

Richmond Borough Council's 'Local Offer' provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

Website: [Local Offer](#) Email address: sendlocaloffer@achievingforchildren.org.uk Tel: 020 8547 4722

KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS)

The Richmond-Kingston SEND Information, Advice and Support Service, managed by the national charity Kids, provides free, impartial, confidential advice and support on SEN-related issues to parents/carers and young people from the age of 16 -25.

Website: [Richmond and Kingston SENDIASS](#) Email: Richmondkingston@kids.org.uk Tel: 020 8831 6179

London Borough of Hounslow 'Local Offer'

A guide to services available for children and young people aged 0-25 years with special educational needs and disabilities (SEND).

Website: [Hounslow Local Offer](#)

Hounslow SENDIASS

Hounslow SENDIASS provides this service for parents and carers of children and young people with special educational needs and disabilities (SEND) in the borough. This service is also offered directly to young people.

Website: [Hounslow SENDIASS](https://hounslow.gov.uk/sendiass) Email: sendiass@hounslow.gov.uk Tel: 020 8583 2607

For Hounslow Residents

The Parent Partnership Service (PPS) provides parents with a range of services that enable them to be better informed about special educational needs (SEN) procedures and provision, enabling parents to play a more active role in their child's education.

Telephone: 020 8583 2607

Email: parentpartnership@hounslow.gov.uk

Website: [Hounslow Parent Carers Forum!](https://hounslow.gov.uk/parentpartnership)

Skylarks

Skylarks are a Twickenham based charity that works with the whole family and their children who have a disability or additional needs. They have an open door policy. Anyone, from anywhere, is welcome! Visit them [here](https://skylarks.org.uk).

Tel: 07946 646033

ADHD Embrace

We have created a parent community which is a welcoming and empathetic group of people going through similar challenges. They offer a safe space to share and talk, ask questions and share ideas, with fellow supportive parents. Being able to converse with other people who can recognise and understand your family experiences can be incredibly powerful and offer a sense of relief.

<https://adhdembrace.org/our-support-group/>

How Does St Stephen's Support My Child When They Are Leaving the School?

- We contact the SENCO at the new school and ensure they know about any special arrangements or support that needs to be made for your child.
- We make sure that all records about your child are passed on as soon as possible.

In Year 6:

- We complete the 'special information form' detailing your child's strengths and difficulties.
- The SENCO and/or Year 6 teacher attends the secondary transfer meeting to discuss the special information form with the SENCO of your chosen school.
- If appropriate, we can arrange additional visits to your child's new school.

- All records for your child are sent to their new school.
- The new school is invited to attend the annual review

What Should I Do If I Would Like to Make a Complaint?

The same arrangements for the treatment of complaints at St. Stephen's are used for complaints about provision made for special educational needs and/or disabilities. If your complaint has not been resolved to your satisfaction by the class teacher and/or SENCO, please contact the Head Teacher, Mrs Liz Bachour.

Please click on the following link for full details explained in the Complaints Procedure <http://www.st-stephens.richmond.sch.uk/Policies>.

If you would find it helpful to talk through any aspects of this document to gain a better understanding of what we provide and how support can be accessed for your children then please make an appointment at the school office on 0208 8892 3462.