



SEND Policy

Draft prepared by:

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Signed:

Chair of Governors:

Executive Headteacher:

Contents

p.3	Introduction
p.3	Aims
p.3	Legislation and guidance
p.4	Definitions
p.4	Roles and Responsibilities
p.6	SEND Information Report
p.13	Monitoring Arrangements
p.13	Links with other policies and documents

Introduction

The SENCo at Chase Bridge is Hannah Gilbert. She received her NASENCO qualification in 2021. The SEND Governor is Chair of Governors Tony Meehan Together with the SEND working group, they work to ensure that the Chase Bridge SEND Policy works within the guidelines of the SEND Code of Practice (2014) and is in alignment with the expectations and policies of the local authority.

Aims

Our SEND Policy and Information Report aims to set out how our school supports and makes provision for pupils with special educational needs and disabilities. It will explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Chase Bridge we promote inclusive practice and work to ensure that all children, whatever their needs or barriers to learning, are able to make excellent progress. Where necessary, reasonable adaptations should be made to personalise this provision. All teachers have a responsibility to provide for the full range of needs in their class by ensuring that planning and provision are suitably differentiated. The SENCo has a key role in supporting staff to help personalise the curriculum and liaise with parents/carers and a variety of agencies to ensure that children have access to the support that they need.

The aim of this policy is to explain and clarify how we:

- Develop and promote a positive and inclusive learning environment in our school;
- Identify and support children through careful assessment, monitoring and evaluation;
- Deliver appropriate intervention and support through targeted use of funding and effective deployment of staff;
- Maintain detailed records via a child's individual Support Plan;
- Work with external agencies and local authority organisations;
- Offer appropriate training and support for staff;
- Work collaboratively with parents and carers.

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 SEND information report.

Definitions

A pupil has SEND 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 the 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.

Roles and responsibilities

Executive Headteacher

The Executive Headteacher is Daniel Bishop. The Executive headteacher will:

- Work with the Special Educational Needs and Disabilities Coordinator (SENCo) and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Allocate roles and responsibilities to staff so that special needs of individual pupils are met. To challenge the SENCo and make sure the pupils with special educational needs receive the best provision possible within the school.

SENCo

The SENCO is Hannah Gilbert. The SENCO will:

- Work with the Executive Headteacher, Head of School and the SEN governor to determine the strategic development of the SEND 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 SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- 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 Executive Headteacher and Head of School and governing 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.
- Prepare statutory assessment documentation and other information for the Local Education Authority.

- Liaise with secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Amend the policy when major national or local initiatives make it necessary.
- Evaluate the policy annually and ensure current practice is implemented.
- Provide summaries to the SEN Governor via regular meetings.

Class teachers

All teachers are teachers of children with special educational needs. Class teachers will:

- Track the progress and development of every pupil in their class.
- Work closely with the teaching assistants or specialist staff to plan and assess the impact of support and interventions and decide how they can be linked to classroom teaching.
- Work with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Have regular meetings with the SENCo to discuss each pupil's Support Plan, the effectiveness of the support given to individual pupils with SEND and ways of ensuring progress in all areas.
- Follow this SEND policy.
- Use assessment data to identify any learning difficulties.
- Support the pupils who have SEND within the class.
- Ensure ongoing observation and assessment for learning and provide regular feedback about the pupil's achievements in order to form the basis for planning the next steps of the pupils' learning.
- Consult and liaise with parents/carers/guardians about progress and ways to achieve targets.
- Complete Individual Support Plans by evaluating previous targets and setting new targets.
- Ensure that the Teaching Assistants are supporting pupils in their class, as directed.

Teaching Assistants

Teaching Assistants will:

- Prepare and set up activities planned by the class teacher or discussed with the teacher.
- Support pupils in class or by withdrawing individuals and small groups for identified interventions.
- Attend INSET, weekly CPD meetings and courses where appropriate.
- Liaise with the teachers and the SENCo on the pupils' skills, knowledge and understanding.
- Feedback to teachers on how pupils carried out the work and contribute observational and assessment evidence to the pupils' audits of provision.

SEND Governor

The SEND Governor is Tony Meehan. The SEND Governor will:

- Be fully involved in developing and monitoring the SEND policy.
- Ensure that a named governor has responsibility for the implementation of the SEND policy.
- Challenge the school and its members to secure necessary provision for any pupil identified as having special educational needs.

- Be informed of any complaints from parents relating to pupils with special educational needs and to ensure that these are dealt with promptly and professionally.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND.
- Consult the Local Educational Authority, as appropriate and the governing bodies of other schools, when it is necessary or desirable in the interests of co-ordinated SEND provision in the area as a whole.
- Ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Executive Headteacher and Head of School and SENCo to determine the strategic development of the SEND policy and provision in the school.

SEND Information Report for Parents and Carers

What is Special Educational Needs and Disability (SEND)?

Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

Who are the best people to talk to at Chase Bridge 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. You can contact them by making an appointment via the school office. You can make an appointment via the school office on 0208 892 1242 info@chasebridge.richmond.sch.uk

Hannah Gilbert, the Special Educational Needs Co-ordinator (SENCo) is available to meet with you and your child's teacher if further support and advice is required. They will liaise with any outside agencies that are involved, talk you through any reports and discuss the best possible way to support your child. Email: senco@chasebridge.richmond.sch.uk

How does Chase Bridge identify and assess special educational needs?

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with identifying the needs of the child. We will use this information to determine appropriate and ambitious outcomes for the child and identify the level and nature of support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. At every step we fully take into account the needs and wishes of the child and the parents/carers.

To make sure that every child's needs are met, we follow the graduated approach and four-part cycle of Assess, Plan, Do, Review. This draws on:

- the teacher's assessment and experience of the pupil
- their previous progress, attainment and behaviour for learning
- the individual's development in comparison to their peers and national data
- the views and experience of parents and the pupil's own views
- advice from external support services, if relevant

If it is felt that your child will benefit from additional targeted support and intervention (such as maths or English work, friendship groups or counselling sessions), you will be notified and appropriate support will be organised. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The support is recorded using an audit of provision. This gives details of what has been put in place. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress; this is known as the Assess, Plan, Do, Review cycle.



How does Chase Bridge support children with special educational needs?

Our priority is to provide high quality teaching for all pupils (Quality First Teaching). Teachers regularly adjust their practice to ensure all children have access to the teaching. This includes:

- differentiating and adapting the activity
- arranging and adapting class furniture and seating plans
- adjusting the format of resources such as the whiteboard, books and reading materials
- supplying specialised writing tools and classroom equipment such as coloured overlays, pencil grips etc.
- using visual timetables
- Embedding inclusive pedagogical approaches
- pre-teaching of key vocabulary or lesson content
- small group interventions to support specific skills

We also look at the whole school day and the wider school environment and make adaptations when necessary. We provide:

- quiet zones in the playground
- small group support at lunchtimes
- Emotional support
- Self-regulation resources and sensory supports to aid engagement

Assemblies, special themed activities and lessons within the curriculum also help develop and foster sensitivity and understanding of people with different needs and experiences and celebrate the contribution they can make.

The school has experience in supporting pupils with a wide range of educational and developmental needs, including attention deficit hyperactivity disorder (ADHD), autism, emotional regulation needs, physical and mobility needs, dyslexia, dyspraxia, social, emotional and mental health needs (SEMH), epilepsy, hearing impairment, learning difficulties, and speech, language and communication needs. Where a child presents with needs that are less familiar, we seek specialist advice and training to ensure we provide appropriate and effective support

Children presenting with these difficulties will not necessarily have an Education, Health and Care (EHC) plan but they will still receive appropriate support and our admission arrangements do not discriminate against or disadvantage disabled children or those with special educational needs: we follow the usual school admissions procedures. Decisions on the admission of pupils with an EHC plan are made by the local authority.

What happens if, despite this extra support, my child is still not making adequate progress?

There may come a point where a high level of 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 will undertake the statutory assessment process for an Education, Health and Care Plan (EHC) plan. As a parent/carer you can make a request to the local authority for a needs assessment for an

EHC plan at any time. If such a request is made, the local authority (Achieving for Children) has a statutory duty to consult the school.

What training and expertise do the staff have in relation to children with SEND?

All teachers and teaching assistants receive regular staff meetings and training on different areas of learning and health needs. We provide targeted professional development for staff on specific needs to ensure effective support for pupils when necessary. This may be for the staff working with that 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 if required.

Training has included epilepsy awareness, diabetes training, epipen training, understanding mental health issues, supporting children with reading, writing and spelling difficulties, understanding autism, ADHD and supporting social, emotional and mental health difficulties.

How does Chase Bridge let me know if they have any concerns about my child?

In the first instance, the class teacher will contact you to discuss your child's strengths and any current concerns or difficulties they are experiencing. They will let you know what we will be doing to help us to address these needs better. If additional support has been put in place and progress is less than expected, the SENCo and class teacher will invite you in to discuss further support and next steps.

How does Chase Bridge evaluate the effectiveness of the provision?

Each intervention has a baseline assessment and/or a set of targets set at the beginning. These may be academic targets or targets that address social, emotional or mental health issues. They are recorded on the Support Plan. These targets are specific and break down the overall goal into smaller steps. 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 with resources for home being offered if appropriate. Our SEN Governor, Tony Meehan, has responsibility for monitoring the school's provision for pupils with special educational needs and for ensuring that outcomes are evaluated and reported to the governing board.

How will Chase Bridge involve my child in the SEND process?

Children are at the centre of any planning and support. Where possible and appropriate, taking into account the age of the child and the type of need, the child is involved in the process. They will have the intervention or support explained to them and they will be invited to give their views. This is particularly valuable when a child is on an EHC plan; they can contribute to the annual review and all support can be reviewed to ensure it meets their needs in an effective and meaningful way for them. We encourage the use of videos, drawings and observations to facilitate pupil involvement.

How does Chase Bridge support my child moving on to another class?

- 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.
- A social story, information book or video 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.
- It may be necessary or helpful for your child to have additional visits to the new classroom or additional time with the new class teacher or teaching assistant to aid their transition.

What happens if my child already has an Education, Health and Care plan?

Chase Bridge has a legal obligation to meet the provision detailed in the documentation and this is established through sharing with staff and parents the details of the provision and how it is delivered through the school day (via the child's personal timetable and their Support Plan). 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 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 are put in place for those children with specific conditions needing additional support, monitoring and care. These healthcare plans will be co-ordinated with any SEND plans. For more information, see our medical policy.

How is Chase Bridge accessible to children with SEND?

As part of our requirement to keep the appropriateness of our curriculum and learning environment accessible to all, we evaluate the needs of individual children and make reasonable adjustments to allow all children access to the curriculum activities, clubs and trips. This is always done in partnership with parents/carers. All pupils are encouraged to go on our school visits and residential trips and to take part in sports day, assemblies and workshops. Our extra-curricular activities are available to all pupils (dependent on age appropriateness) and, if additional provision is required to ensure this is possible, please speak to the SENCo. For more information, see our accessibility plan in our inclusion policy.

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 buys in additional support and expertise from:

- the educational psychology (EP) service
- the school nurse

- access to the local authority services service level agreement: speech and language (SLT), occupational therapy (OT), emotional health (EH) and Child and Adolescent Mental Health (CAMHs)

What support is available to parents and carers outside of school?

SEND Local Offer for Kingston and Richmond 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: https://krafcinfo.org.uk/local_offer

Email address for enquiries and feedback: sendlocaloffer@achievingforchildren.org.uk

Phone number for enquiries: 020 8547 4722

Special Educational Needs and Disability Register

All local authorities must have a record or register of children with Special Educational Needs or Disabilities (SEND) in their area. If you live in either Kingston or Richmond, we encourage anyone whose family includes a child or young person with a special educational need or disability to register. Everyone on the register will benefit from:

- Information about support and services
- 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

Find out more and register on the website [Local Offer SEND Register](#)

Richmond Parent Carer Forum

Richmond Parent Carer Forum (PCF) is an independent group run by parents for parents 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 we support families of children with any type of additional need including learning difficulties like dyslexia.

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

Email: information@richmondpcf.org.uk

Website: www.richmondpcf.org.uk

Facebook: www.facebook.com/richmondpcf/

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

SENDIASS offers independent advice across a wide range of subjects including how to use the local offer, understanding paperwork, accessing services, support with mediation and seeking legal advice.

Telephone: 020 3793 9596

Website: <http://www.kids.org.uk>

Email: <mailto:richmondkingston@kids.org.uk>

For Hounslow residents:

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: <https://www.hounslow.gov.uk/send-local-offer>

KIDS Hounslow SEND Information, Advice and Support Service (SENDIASS)

To get information and advice about all SEND matters.

Telephone: 020 8583 2607

Website: <http://www.kids.org.uk>

Email: SENDIASS@hounslow.gov.uk

How do we support your child when they are leaving Chase Bridge?

- We contact the school SENCo 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:

- The SENCo works with the SENCo of the chosen secondary school to pass on key information and strategies that support the pupil's learning and wellbeing.
- If appropriate, we can arrange additional visits to your child's new school (either individually or in groups) to aid transition.
- All records and/or equipment for your child are sent on to the next school.

What should I do if I would like to make a complaint?

The same arrangements for the treatment of complaints at Chase Bridge are used for complaints

about provision made for special educational needs and disabilities. If your complaint has not been resolved to your satisfaction by the class teacher and/or SENCo, please contact the head teacher. Please click on the following link for full details explained in the Complaints Procedure <http://www.chasebridge.richmond.sch.uk/Policies>.

Monitoring Arrangements

This policy will be reviewed annually by the SENCo and the Executive Headteacher. The SEN Governor is responsible for monitoring the effectiveness of SEND provision and reporting findings to the Governing Board.

Monitoring will include:

- reviewing the progress and outcomes of pupils with SEND,
- evaluating the impact of interventions and support plans,
- gathering feedback from staff, parents, and pupils,
- checking compliance with statutory requirements.

The Governing Board will review and approve the policy each year to ensure it reflects current legislation, guidance, and the needs of the school community.

Links with Other Policies: <https://www.chasebridge.richmond.sch.uk/policies>

This SEND policy should be read alongside the following school policies and documents:

- Behaviour Policy
- Inclusion and Accessibility
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy