Bishop Perrin Church of England Primary School

Special Educational Needs Information Report

2026-27

Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.







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School Vision for Children with Special Educational Needs and Disabilities (SEND)

At Bishop Perrin School, we are committed to nurturing life-long learners and to provide opportunities for all children to succeed in the modern world with confidence, creativity and curiosity. We instil a love of learning using a range of exciting and inspiring books as a gateway to a range of subjects and cultural experiences. We aim to provide opportunities for all children to learn the knowledge, understanding and interpersonal skills necessary to be active, healthy and responsible participants in their community and the wider world, providing stable foundations for the next stage in their learning. Our vision for all children, including those with SEND is underpinned by our school's spiritual values.

Special Educational Needs and Disability (SEND)

The term "Special Educational Needs" or 'SEN' is referred to when a child:

- Has significantly greater difficulty in learning that the majority of children his or her age in one or more areas of learning.
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the Local Authority of children for a similar age.

The difficulty or disability may relate to:

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

Accessibility

Bishop Perrin School is an accessible school:

- The school is on one level and the site is largely wheelchair accessible.
- There is a wheelchair accessible toilet at the front of the school.
- More information about accessibility can be found in "Key Policies" on the school website.

Roles and Responsibilities in the school for children with SEND

Role	Responsibility
Class teacher	To provide high quality first teaching by: • Considering the voice of children and their parents, working collaboratively • Identifying and assessing individual need and tracking progress using the assess-plan-do-review cycle

	• Planning and delivering a challenging and scaffolded curriculum which ensures the progress of all learners • Establishing a child's prior knowledge as a starting point for learning • Adapting teaching strategies and techniques to sensitively meet the needs of all learners • Creating a classroom environment where all pupils understand expectations and know where to find support • Create a classroom atmosphere which encourages and values the contributions of all children • Supporting the identification, planning and provision for child who require reasonable adjustments to their learning and additional support • Devising and collaborating on learning support plans (LSPs) and implementing the requirements of Educational, Health and Care Plans (EHCPs) • Implementing the advice from outside agencies to support the learning and progress for identified children
Teaching and learning assistants / specialist support staff	To support the work of the class teacher and Inclusion Leader by: • working directly with children who have SEND by supporting them withing the classroom and wider school environment and targeting areas of focus as outlined in their LSPs and EHCPs • Fostering independence in learning • Working in partnership with class teachers and the Inclusion Leader by contributing to planning and feeding back on progress towards individual targets and learning outcomes • Supporting identified children through mentoring, social skills interventions, speech and language and occupational therapy under the direction and with the support of the Inclusion Leader
Inclusion Leader and SENCo	To lead the development of SEND provision across the school by: • Monitoring the progress of all children across the school in collaboration with SLT • Regularly reviewing
Headteacher	To be the day-to-day management of all aspects of the school including the provision made for children with SEND, ensuring the school complies with all statutory requirements.
Governor for inclusion and SEND	To support the school to develop the quality and evaluate the impact of provision for children with SEND.

What our families say….

We have always been very grateful for the range of support offered to support our child's wellbeing and for the support to help to navigate the referrals process – Year 4 parent

Our children have been well supported and the staff have worked with us in the time we have been part of the school community. Our daughter's transition to Year 7 was helped by their caring and well-planned approach. – former Year 6 parent

What our children say…

I feel safe and happy at school – Year 2 child

There are lots of adults at school who help me to learn. When I am not sure, there are lots of things in the classroom to help me – Year 6 child

What our staff say…

I always enjoy working with the children and staff from Bishop Perrin School – they respond so positively to training and ideas – speech and language therapist

The range of CPD from specialist has helped me to develop my practise – Teaching and Learning Assistant

Who should I contact if I think my child needs more support in their learning?

If you are concerned about your child and would like to talk to someone please contact your child's class teacher who will be happy to meet with you. Your child's class teacher knows your child well and will be able to talk to you about the support that your child already receives and suggest ways of enhancing your child's learning and development.
If, having done this you feel you would like to discuss your concerns further then please contact the SENCo via email through the school office and arrange a meeting.

What support do children get in the classroom?

All children receive high quality teaching, adapted to their individual needs. For children with additional needs this could mean that they are given an adapted task or different strategies or equipment to complete the task. Some children may require support or guidance from the class teacher or teaching and learning assistant as part of a small group, paired work or on an individual basis.

Our teachers are skilled and supported to adapt teaching to mee the needs of each class. Their planning takes into account the individual needs and requirements of all children through:

- Learning differentiated to the needs of the child, ensuring that all children can experience success and challenge

- Grouping arrangements that maximise learning opportunities for all
- Support staff used flexibly to help groups and individuals with a long-term goal of encouraging and developing independent learning skills
- Where required, more specific and personalised interventions to develop key areas of their learning
- Integrating resources and strategies as recommended by specialist agencies

How will the school support my child's learning and wellbeing?

Your child's needs will be met within the class in the first instance, supported by Quality First Teaching (QFT); including lesson planning that takes account of the needs of each child. The progress of all children across the school is reviewed on a regular basis, in line with the school's assessment procedures, across the academic year. If your child has additional needs, they may be added to the school's SEND register to enable us to track their progress and make sure they receive appropriate support for their needs. The class teacher will develop a Learning Support Plan (LSP) for your child with advice from the SENCo and Inclusion Leader and in collaboration with you and allied health professionals where appropriate; they will set specific and measurable targets for your child. The LSP will be reviewed over the academic year to ensure that targets and support remain appropriate.

It may be that the targets on a child's LSP are appropriate for a small group of children to work on together. Where necessary the school may seek support from allied health professionals and/or therapists. This will be discussed with parents/carers and if a referral is required to access additional support, parent/carer permission will be sought. Parents/carers will be consulted alongside children to ensure the support in place is appropriate for their needs. This will form part of the review and planning process, three times a year. Parents of children with a LSP will be offered an extended appointment time during the autumn and spring term parent consultations. In the summer term, parents will be offered a telephone appointment to discuss their child's LSP and their progress over the year as well as plans for transition to the next phase of their education. The governing board is responsible for ensuring that funding is used appropriately to support children with SEND. There is a designated Inclusion Governor who works with the Inclusion Leader and Headteacher to monitor how the school supports children with SEND. The Inclusion Governor reports to the full governing board with their findings or recommendations that may need consideration.

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

Teachers take account of the needs of individual children and adapt lessons and tasks to ensure the curriculum is pitched at the right level for them. Some lessons/tasks may be adapted (scaffolded) differently to ensure access for all. In the classroom, children may work in a variety of groupings, such as small supported groups, 1:1 with an adult, mixed ability groups and similar ability groups to support learning and to match children's needs for support and challenge.

How are children with special educational needs identified?

When children have special educational needs or a disability before they start at our school, we work with the people who already know them and use the information already available to identify what their needs will be in our school setting.

If you are concerned about your child, please discuss your concerns with your child's class teacher by asking for a meeting with them. The class teacher may then speak with the SENCo to seek further advice.

If a class teacher, or the SENCO is concerned about your child, they will discuss the issues with you and implement ways of working together for support. Where a child continues to struggle to make progress, despite support matched to the child's strengths and needs, the SENCo will then discuss ways this can be formalised into short term, small targets which your child can be supported with via a Learning Support Plan. This will be instigated after a period of observation during which your child's needs have been assessed, a plan has been made for appropriate intervention, intervention has been carried out and evaluated so that success can be measured. This is the 'assess, plan, do, review' cycle.

Difficulties with social and emotional wellbeing may also be a reason for additional support.

What will happen if my child has medical and health issues?

If your child has medical needs you can speak to our welfare assistant to discuss how we can best support you and your child. Children with significant medical needs that affect their ability to function at school will need a health care plan which will be devised in collaboration alongside advice and guidance from a GP, consultant or specialist nurse.

What is an Education and Health Care Plan (EHCP)?

The purpose of an EHCP is to bring all aspects of a child's needs together, to secure improved outcomes across all areas – education, health, and social care. It is designed to help support and prepare individuals for adulthood and can stay with an individual up until the age of 25 years old. An EHCP is issued after a rigorous assessment process overseen by the Local Authority, with reports and recommendations submitted at the request stage by the school and other external professionals.

An EHCP will:

- Contain the views and aspirations of you and your child
- Have a full description of his/her special needs and any health and social care needs
- Establish outcomes for your child's progress
- Specify the provision required and how the education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes
- Name an appropriate placement that can meet their needs

You, your child (where appropriate and aged 16 or over) and/or the school, usually the SENCo and Inclusion Leader or Headteacher, can request that the Local Authority to conduct an assessment of your child's needs with the view to issuing an EHCP. This process usually takes up to six months to complete, but it could take longer.

How will I know if my child is making progress?

At Bishop Perrin School, there are various ways in which the staff will support you to understand the progress you child is making:

- Assessing pupils against their targets allows teachers to track and measure the progress they are making.
- Pupil progress meetings are held at least three times over the course of an academic year with class teachers and members of the Senior Leadership Team. During the meetings, individual and class targets are reviewed and set.
- During pupil progress meetings, children who are not on track to meet their end-of-year targets are identified and strategies and interventions are discussed and planned that might help to accelerate a child's progress to get narrow the gaps in their learning.
- Where appropriate, children are involved in discussions about their targets to build a more comprehensive understanding of their preferred method of learning.
- For some children, targets will not be academic but could be linked to addressing development in behaviour, social interaction and communication skills.

How are staff kept up to date with special educational needs in the school?

The Inclusion Leader and SENCo actively engages in a range of opportunities to share best practice and keep up to date with current research and local and national initiatives and policy to support children with SEND. The school seeks advice and guidance from the local authority and range of professionals and agencies to contribute to a comprehensive continued professional development package which helps school staff to develop and sustain high quality provision for children who have the most complex needs. Specialist training for staff is an important part of ensuring that they have the appropriate skills and knowledge to support the needs of children with SEND.

What specialist support can the school access to support my child?

We can make referrals and access support from the following services and are always keen to explore opportunities to build relationships with charities and agencies who can support our children and their families.

- Speech and Language Therapy
- School Nursing Service
- Early Years Services
- Education Welfare Officer (Attendance)
- Occupational Therapy

- Mental health support team (MHST)
- Child and Adolescent Mental Health Service (CAMHS)
- Counselling services
- Family Support Worker
- Educational Psychology Service
- Children's Wellbeing Practitioner
- Play therapy / dance movement psychotherapy
- Emotional Learning Support Assistant
- Young Carers
- Homestart

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

Activities outside the classroom and school trips are available to all. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary for children who require it. Meetings are arranged, prior to trips, with parent/carers to ensure suitable provision is in place. After-school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation. Parents should speak to the school if they have a particular concern about their child accessing an extra-curricular club/activity. All children are supported and encouraged to participate in class assemblies, whole school celebration events and to undertake responsibility around school (such as being a playground pal or school council representative) alongside their peers.

How are the school's resources allocated and matched to children's special educational needs?

The school's SEND budget is managed by the Headteacher, Deputy Headteacher and the Inclusion Leader. The majority of the SEND budget is spent on additional adult support in the form of Teaching and Learning Assistants (TLAs) who are deployed to work with specific classes and groups of children across the school. Non-staffing resources (for example, specialised equipment to help and support a child to access the curriculum) may be requested as necessary to support specific pupil's learning. The SEND Governor meets with the Inclusion Leader and Headteacher over the course of the academic year to review the impact of additional adult support and to ensure value for money. The Governing Board is kept informed of funding decisions.

How can the school help my child with transition?

Some children, including sometimes, those with SEND can be particularly anxious about transition. We try to make this as stress free as possible and work with all invested parties to have a consistent and supportive approach.

Transition to Bishop Perrin School

Children new to the school community are offered home visits, visits to the previous setting and stay-and-play sessions where they can mee the staff who will be getting to know them, and for them to see their new learning environment. EYFS staff meet with nursery professionals at an annual meeting arrange by AfC to facilitate discussion about individual children.

If a child starts at Bishop Perrin School mid-year, the previous school is contact to gather as much information as possible to make the move smooth for the child and their family. They are also encouraged to visit before starting.

Transition to a new class

When moving between classes, a transition meeting will take place between key staff. Children with SEND complete a communication passport alongside a trusted adult to share their thoughts, feelings, likes and dislikes with the staff who will be working with them. They are encouraged and supported to visit their new learning space and will have the opportunity to meet the staff before the transition takes place. Parents and carers are offered the opportunity to meet the new class teacher and to find out key information at the start of each school year.

Transition to a new school

When a child leaves Bishop Perrin School to go to a new school, contact is made with the new setting to share data about the child's progress and to share information about any special arrangements or support that has been put in place to help your child to progress. We will always ensure all records are shared in a timely manner.

Transition to secondary school

When moving to secondary school, a range of experiences are facilitated to make this as smooth as possible. Key children are supported therapeutically to manage their feelings around this change and the whole class is offered wellbeing support. Secondary school organise transition days and children from Bishop Perrin School are actively encouraged and supported to attend. For children with SEND, this may mean that a member of staff accompanies them. The year 6 class teacher will liaise with all secondary school and the SENCos from both schools will have a discussion and share information about how support implemented at primary school can eb continued in a new setting. If your child has an EHCP, the secondary staff of the school they are going to is invited to attend their Year 5 annual review.

How can I support my child?

All parents are actively encouraged to take part in the school events, which may include coming to class assemblies, attending workshops or meetings with class teacher and/or other professionals. Don't wait to ask for help or share information if something is bothering you or your child. Work with

your child's class teacher to develop the Learning Support Plan and take active steps to support this learning at home. Help your child to be organised for school every day and to complete any homework tasks as appropriate. We encourage you to tell your child's class teacher if they are struggling and check-in with them to celebrate their successes too.

What additional support can I access locally?

Richmond Council SEND Local Offer

The Local Offer collates information about services and support for children and young people with special educational needs or disabilities, and their families who live in the London Borough of Richmond in one accessible place.

https://kr.afcinfo.org.uk/local_offer

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.

PCF receive funding from the Department for Education and their purpose is to ensure that the voices of parents, children and young people are heard in the planning and implementation of SEND services in Richmond. They can also help you to access services and provide valuable peer support, connecting you with other parents 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/

School Nurse

The Richmond School Nursing Team are based at:
St John's Health Centre
1st Floor
Oak Lane
Twickenham
TW1 3PA
Tel: 020 8917 4220

Information about their service can also be found at: www.healthmatters.clch.nhs.uk

Richmond speech and language therapy

https://hrch.nhs.uk/services/search-services/speech-and-language-therapy-children-richmond

Richmond occupational therapy

https://www.hrch.nhs.uk/services/search-services/occupational-therapy-children-richmond

The following organisations offer (mostly free) independent advice and support on all SEND matters including the Assessment, Education, Health and Care Planning processes.

The Information, Advice and Support Service (SENDIASS) in Kingston and Richmond

SENDIASS offers advice and support across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus:

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

Email Address: info@RKsendiass.co.uk
Website: https://www.rksendiass.co.uk/
Telephone 0808 164 5527

RUILs SEND Advisory Service

RUILs can:

- help you to understand the local referral process and the local offer (a detailed breakdown of relevant services published by the local authority)
- help you to make sense of all the paperwork, keep to the time scales and coordinate the professionals involved
- help you to get your education health and care plan (EHCP) in place by keeping the process on track
- be a named contact throughout EHCP assessment and planning
- be available for new referrals, transfer reviews and for those who access the disability living allowance (DLA)
- liaise between agencies and gather information
- provide all relevant information and signpost other organisations and sources of support

Express COC Disability Living Allowance and Education, Health and Care Plan Support

Express CIC support is offered by appointment only, to parents and families who have a child with autism. Appointments are available to give specific 1:1 support time to help parent/carers through the process. The volunteers are IPSEA SEND Advisor trained.

Me too & Co SEN Advocacy and Mediation Service

Me too & Co offers free legal advice for parents and carers of children with additional needs through their SEN Advocacy Clinic**.**

SOS!SEN

SOS! SEN offer advice on:

- getting the right educational help for your child
- liaising with the school or local authority
- interpreting official letters
- requesting an EHC Needs assessment for your child
- finding independent expert professional advice
- appealing to the Special Educational Needs and Disability Tribunal

Independent Parental Special Education Advice (known and IPSEA)

IPSEA is a registered charity (number 327691) operating in England. IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). They also provide training on the SEND legal framework to parents and carers, professional and other organisations.

What should I do if I am not happy about the provision that my child is receiving?

If you have any concerns about your child's education, please discuss these in the first instance with your child's class teacher. If you feel your concern has not been addressed appropriately, then please arranged to speak to the either the Deputy Headteacher or the Assistant Headteacher and they will aim to resolve the concern as quickly as possible. If the need arises, our Complaints Policy can be accessed from the school website: https://www.bishopperrin.richmond.sch.uk/key-information/key-policies

What do all the acronyms and abbreviations mean?

There are many Special Education Needs acronyms and terms that are abbreviated which can lead to confusion. Please see below for some of these abbreviations and do let us know if there are others that it would be helpful to add.

Abbreviation	Meaning
AfC	Achieving for Children
ASD/ASC	Autistic spectrum disorder - no longer used by some professional due to the connotations of disorder. Some professionals e.g. speech and language therapist use autistic spectrum condition.
ADD/ADHD	Attention deficit disorder / attention deficit hyperactivity disorder
CAF	Common assessment framework
CAMHS	Child and adolescent mental health services
CoP	Code of practice
CI	Communication and interaction
CL	Cognition and learning
CP	Child protection
DDA	Disability Discrimination Act
DLD	Developmental Language Disorder
EHCP	Education and health care plan. Replaced old statements (Statutory assessment of a child's special educational needs) and involves 3 agencies schools, health and social care.
EP	Education psychologist
GLD	Global learning difficulties
Gross Motor	Large movements e.g. Running, jumping and climbing

Abbreviation	Meaning
HLTA	Higher level teaching assistant
LAC / CLA	Looked after children or children looked after
HI	Hearing impaired
LD	Learning difficulties
LSP	Learning Support Plan
MLD	Moderate learning difficulties
ODD	Oppositional defiant disorder
OT	Occupational therapy/therapist
PEP	Personal education plan (for looked after children)
PD	Physical disability
P Levels	Type of assessment used for pupils working below level 1.
PMLD	Profound and multiple learning difficulties profound and multiple learning difficulties - Pupils with PMLD are those with severe and complex learning needs, usually a combination of learning difficulties and sensory impairments or medical conditions. They may only be able to communicate by gesture, eye movement and/or simple language. Often, they cannot manage their own personal care. PMLD pupils need a high level of adult support and sensory stimulation and they are usually educated in special schools or hospital units.
SaLT	Speech and language therapy
SEN(D)	Special educational needs (and disabilities)
SENCo	Special educational needs co-ordinator
K	SEND Support - As part of the graduated response this may include targeted or specialist support, when outside agencies become involved.
SLCN	Speech, language and communication needs
SLD	Severe learning difficulties
SM	Selective mutism (formerly known as elective mutism)
SpLD	Specific learning difficulties

Abbreviation	Meaning
SPDs	Sensory processing disorders
SPM	Sensory, physical, medical
TLA	Teaching and learning assistant
TAC	Team around the child
TAF	Team around the family (when CAF is about whole family)
VI	Visually impaired