



# SEND Policy and Information Report

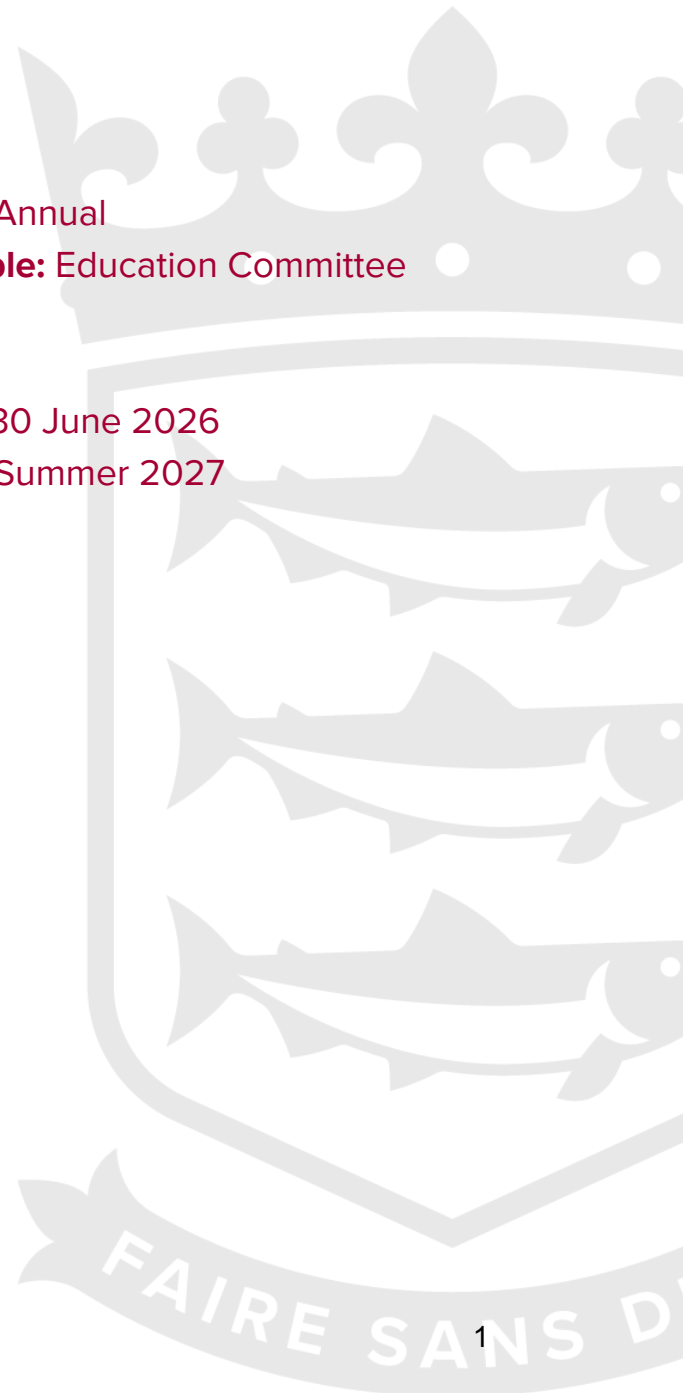
STATUS: STATUTORY

**Review Cycle:** Annual

**Governors Committee Responsible:** Education Committee

**Date of Last Review:** 30 June 2026

**Date of Next Review:** Summer 2027



## Special Educational Needs & Disability Policy

The SEND (Special Educational Needs & Disability) Policy is a key element of Tiffin School's policy framework for supporting the needs of all students at the School.

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010
- AfC SEND Threshold Guidance

This policy should also be read in conjunction with the following policies: Behaviour/Discipline Policy, Assessment Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy, Accessibility Plan, Careers Policy and Trips Policy. All of these can be found on the school's website under Policies.

### Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND 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 or a young person has a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

### Context

We believe all pupils can make progress and with the right help, reach their potential at school and develop the skills to become independent, economically active citizens. Our future strategy for SEND is focused on three goals; personalisation, inclusion and partnership. This policy reflects the key priorities of the Kingston Borough's Local Offer.

The overriding priorities continue to focus strongly on improving children's life chances by:

- Maintaining the excellent progress of all students at the school
- Raising educational standards and improving outcomes for all,
- Improving prevention services and safeguarding

- Supporting and engaging parents and carers, and promoting the physical and emotional well-being and mental health of children and young people
- Listening to children and their parents

The School is committed to putting people first; promoting equality of opportunity and inclusion, particularly for people with disabilities and working towards ensuring good relations between people of different backgrounds.

We support teachers and teaching assistants in meeting the needs of children and young people with SEND (Learning Difficulties and Disability LDD). We utilise the Borough and other Local educational authority services to give help when difficulties occur.

In recent years, our approaches have been effective because children, particularly with Autistic Spectrum Condition, are being included in our school and are making progress. We place importance on parents and students as partners, and have made improvements in the quality and range of information we provide. We have strengthened what we can achieve through joint working with professionals from other agencies and across disciplines. We have adapted buildings and provided equipment to improve physical accessibility, putting changes in place which we believe demonstrate reasonable adjustment. However, we are not complacent.

## **Vision and Principles**

- All parents and carers are partners in meeting the needs of their children and in developing responsive and timely services. They are entitled to good quality, accessible information, support and independent advice
- All children and young people are valued equally and have the right to learn, enjoy their time in school, achieve and participate fully in education, in co-curricular activities and in the wider community regardless of their abilities or behaviours
- All children and young people with SEND will achieve more if we have high expectations of them
- All children and young people are empowered; their voice is heard and listened to
- Our school will be inclusive and welcoming, delivering highly skilled teaching recognising personal strengths and differences.
- Outcomes for children and young people with SEND are improving through us working with statutory and voluntary agencies.
- Everyone has a responsibility to be alert to the disadvantages children and young people face because of race, gender, social and economic circumstances. We know that the biggest barrier facing children with disabilities is the negative attitude which still exists in areas of society; practice which does not redress this barrier leads to discrimination.

## **Aims and objectives**

To maintain and improve the quality of provision for children and young people with special educational needs, by:

- Providing high-quality support for students through working collaboratively with the student and the parents along with the RBK and with other agencies.
- Ensuring progress is tracked and achievement identified and celebrated, and maintaining the progress of individual children
- Tiffin will follow the SEND Threshold Guidance document from Achieving for Children (AfC) which provides guidance on how to “Assess, Plan, Do and Review” SEND concerning “Communication and

interaction”, “Cognition and learning”, “Social emotional and mental health difficulties” and “Sensory and/or physical needs”.

- Providing high quality information and support to ensure all staff are confident about meeting the needs of all learners.
- Working with the SEND link Governors of the School to support the needs of learners and to remove attitudinal and physical barriers to access and inclusion.
- Making arrangements to ensure smooth transition when a child transfers to the school and moves on to university or elsewhere.

To implement consistently effective, cross agency systems, by:

- Ensuring the meaningful involvement of learners and their parents
- Working with other agencies to implement the Common Assessment Framework (CAF) as part of a coordinated and staged approach to early identification, information sharing and packages of support
- Encouraging parents/carers, private and voluntary settings and the Borough to work together in recognising individual needs, drawing on external advice and using delegated resources flexibly to make appropriate provision
- Using comparative data to continue to improve achievement in our school.
- Continuing to ensure high quality Reviews

To ensure resources are allocated and used efficiently and effectively by:

- Matching the needs of children and young people with SEND to the provision within the School and the Local Authorities.
- Utilising specialist services, such as Educational Psychology, according to need and ensuring monitoring is in place to allow the allocation of these services to be assigned proportionately.
- Monitoring and reviewing overall resourcing levels to ensure the best possible match to needs and available resourcing
- Promoting arrangements to join up different agency resources, ‘pooling budgets’ where appropriate to ensure the needs of those with SEND have their needs met
- Ensuring any Children ‘looked after’ in Public Care who join the school are supported.

## **What more is left to do?**

Tiffin appreciates the need to work with RBK and other agencies, to improve children and young people’s life chances. We recognise that the best way to do this is through providing excellent universal services complemented by first class targeted and specialist support.

We want to:

- Continue to monitor and maintain the good progress and attainment of children with SEND.
- Ensure all provision for children with SEND is of an exceptional standard
- Address the numbers of children identified with SEND
- Embed strong support for emotional wellbeing and mental health; developing children’s resilience and resourcefulness
- Support pupils at times of transition; to Tiffin School and into further education, employment and training
- Ensure that children and young people who are looked after do not face disadvantage in accessing services
- Improve Local Authority and school communication and consultation with parents
- Support parents through information and advice, signposting services and help to understanding their child’s difficulties

- Increase parents' confidence in the support their children receive.
- Recognise the important role played by the third sector and voluntary organisations in providing services and supporting families
- Ensure our improvements for physical accessibility include Information and Communication Technology
- Promote a culture of respect and change negative attitudes

## SEND Information Report

### 1. The kinds of special educational need for which provision is made at Tiffin School

Tiffin is an Academy School and will support any student who meets the admissions criteria of the Academy, to fulfil their potential. All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training

At Tiffin we make provision for most kinds of frequently occurring special educational needs without an Education, Health and Care Plan, for example dyslexia, dyspraxia, speech and language needs, Autistic Spectrum Condition, ADHD/ADD and other learning difficulties.

The School also currently meets the needs of pupils with an Education, Health and Care Plan who may have a physical impairment.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

The School's standard admission number for year 7 is detailed in the School's Admissions Policy and includes any boys with Education, Health and Care Plans (EHCP) who have demonstrated that they are of a suitable aptitude and ability for Tiffin School through the Tiffin admissions testing process and for whom the School is the named school on their EHCP.

Pupils with an EHCP are known to us from the point of application. Tiffin School is consulted by the home local authority of each boy with an EHCP considering the School during the Autumn term. The School aims to respond to consultations by the end of the Autumn term with a decision about whether Tiffin School is suitable for each applicant's ability and aptitude. Home Local Authorities usually inform Tiffin School if it has been named on an EHCP before other places are allocated on National Offer Day.

All requests for reasonable adjustments for the testing process are carefully considered according to the school guidance document, "11+ Guidance on Requests for Reasonable Adjustment". The School provides comprehensive access arrangements through the testing period where appropriate. Thereby, we avoid unfairly disadvantaging prospective pupils with a disability or SEN.

### 2. Information about the policy for identification and assessment of pupils with SEND

#### i) High quality teaching available to all students

At Tiffin school teachers monitor the progress of all pupils regularly to review their progress. We also use a range of assessments with all the pupils at various points, such as screening all children's writing speed on entry to Year 7, and also the Sixth Form.

#### ii) Catch up provision and intervention (not SEND provision) for those students who are expected to make significant progress in short term group or individual interventions additional to class provision (M).

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are Teaching Assistant intervention, SENCo intervention, Literacy intervention and time with our Therapeutic Practitioner.

**iii) SEND provision for those who require highly personalised provision in the longer term, in addition to high quality teaching normally available, in order to make progress (K).**

Despite high quality targeted teaching a very few pupils may continue to make less rapid progress. For these pupils identified to have SEND, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain less rapid progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

**Assess the needs, Plan intervention, Do intervention, Review progress towards their outcome and the effectiveness of the intervention.**

A more detailed assessment and review will need to be conducted when individual students are suspected of having SEND. This will follow the AfC SEND Threshold Guidance. (Stage 1) The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point because the pupil requires additional and extra provision (Stage 2) we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. The Young Person Health Link Worker will enable any additional support and advice to be given to the families in need of outside support. This may include CAMHS the Kingston Borough Educational psychology and speech and language service.

Tiffin operates a 4-stage process for the identification of and helping those with SEND:

- Stage 1 Observations collated and needs assessed
- Stage 2 SEN Monitoring(M); action taken within the School to meet any need arising from Stage 1
- Stage 3 SEN Support (K); outside agencies/support & active intervention used to meet needs arising from Stage 2
- Stage 4 EHCP (E)

At all 4 Stages, the student's needs will be assessed, and any action shall be planned for, action will be followed and reviewed. For students identified at 3, there will be a minimum of three review meetings each academic year. This will take the format of one Individual Education Plan (IEP) Review Meeting which will include the student, parents and form tutor in KS3, and the student and tutor in KS4 & 5 (written feedback from parents requested), and written input of academic teachers. A further IEP 1:1 review meeting with the tutor will take place around the midpoint of the year. These meetings are intended to review the efficacy of strategies being used in the classroom, and identify educational outcomes for the student. Outcomes & proposed referrals identified in this meeting will be reviewed by the Head of Year and SENCo. The third review takes the form of a parent consultation afternoon, where

parents are invited to meet with all of the student's academic teachers. If any of these reviews requires follow up or further input from pastoral leads and the SENCo, this will be done through phone calls and collaborative meetings which will include the student, parents, form tutor and SENCo. These may be through parent consultations, phone calls and collaborative meetings.

Where, despite the School having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the School will consider requesting an EHCP assessment from the Local Authority.

### **Criteria for Monitored (M) and Supports (K)**

The school will follow the AfC "SEND Threshold Guidance" April 2017 to assess, plan, do and review SEND Tiffin Action and Action Plus, alongside the following observations:

Monitored (M): The following triggers for intervention at this level are suggested:

- Makes little or no progress even when teaching approaches are targeted in a child's area of relative weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the School
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Support (K): The following triggers for intervention at this level are suggested.

- Continues to make little or no progress in specific areas over a long period
- Continues working at a level substantially below that expected of children of a similar ability
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Tiffin School uses the "SEND Threshold Guidance" criteria to:

- identify when children should be on their SEND register
- help them know when to move to a different stage
- trigger a referral to the LA for severe levels of difficulty

Any SEND observations by staff are recorded on CPOMS (Child Protection Online Management System) for further assessment by the SENCo and SEND team.

The School/SENCo uses 'Provision Maps' as a tool to help us plan and set out a summary of the help for pupils with additional needs, showing 'at a glance' the range of staffing and support.

### **3a. How we evaluate the effectiveness of the provision made for pupils with special education needs with or without an Education, Health and Care Plan**

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class/subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEND Code of Practice (2014) describes adequate progress as:

- similar to that of children of the same age who had the same starting point
- 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

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. An evaluation of all annual reviews and their effectiveness will be reported to the Governing Board. We will measure the success of our strategy by looking at progression data.

In addition, the following criteria shall be used to assess the success of the SEND provision:

- SEND Register to be updated regularly;
- all associated paperwork to be forwarded to parents and carers, involved agencies and recorded on CPOMS;
- parents and carers to be kept regularly informed and involved;
- parents and carers to be invited to reviews;
- children to be involved, as appropriate;
- relevant SEND paperwork to be filed in central system/CPOMS;
- external agencies to be involved where appropriate to a child's needs;
- agencies to be managed effectively by SENCo;
- INSET/SEND updates passed on to colleagues where appropriate, and especially at Thursday staff briefings;
- other additional needs staff effectively deployed to meet SEND

### **3b. the School's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the School has their progress tracked regularly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress. This will be done through IEP meetings with the form tutor, and reviewed by the SENCo.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

The "Assess Plan Do Review Cycle" follows the chart detailed in Appendix 2.0

### **3c. the School's approach to teaching pupils with special educational needs**

**'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND CoP, 2014)**

Tiffin School's approach to teaching pupils with SEND is to 1) Provide high quality teaching, 2) Provide opportunities for intervention and catch up, 3) Ensure effective SEND provision.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered (CoP 6.34). This is done through advice at the weekly staff meetings or through meetings and training for specific staff members. This is led by the SENCo, who organises CPD for groups or whole staff according to specific student needs, e.g. Educational Psychologist Inset, ASC and ADHD inset.

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

The School employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring by the Teaching Assistant, small group teaching with the Teaching Assistant / literacy expert / Therapeutic Practitioner. These are often delivered by additional staff, under the close direction of teachers, employed through the 'notional SEND funding'. The class/subject teacher will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual Healthcare Plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions. The form tutor is the first point of support for the children in the School. The Teaching Assistant, head of year and SENCo can provide mentoring for children in need of additional support. Medicines are normally stored at the office.

### **3d. how the School adapts the curriculum and learning environment for pupils with special educational needs**

At Tiffin we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

All pupils have access to a broad and balanced curriculum. Teachers set high expectations for every pupil, and use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, all teachers have SEND and Child Protection training on entry to the School and at regular intervals throughout each academic year, and we have improved access for those with impairment to their mobility.

Beyond the curriculum, we have a duty to ensure pupils with special educational needs are not disadvantaged against peers of a similar intellectual ability. As such, exam access arrangements (EAA) are implemented as a normal way of working, and appropriately evidenced in preparation for public

exams. Tiffin also works hard to identify pupils with specific learning difficulties that may mean they are disadvantaged without these provisions.

### **3e. additional support for learning that is available to pupils with special educational needs**

Schools receive funding for SEND pupils. This funding is used to support and enhance the high quality of teaching in the School, and provide additional support through our Teaching Assistants. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the School will request 'top up' from the Local Authority where the child or young person lives.

The Headteacher has the final say in the use of budget within the School, and whether the finances are used for staffing, training or physical resources.

### **3f. activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum**

All clubs, trips and activities offered to pupils at Tiffin are available to pupils with special educational needs. For some pupils, reasonable adjustments may need to be made. This is always done in partnership with families and carers. All extracurricular activities are open to those who wish to get involved. Staff are RaKat (Richmond and Kingston Accessible Transport) qualified when any children with mobility impairment join the School.

As a school, we actively encourage participation of all pupils in the wider curriculum we offer; however, should it be needed, pupils with special educational needs can access extra support in accessing these activities to enhance their cultural capital.

### **3g. support that is available for improving the emotional and social development of pupils with special educational needs**

At Tiffin we understand that an important feature of the School is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance 21st Century Life, tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can also provide other services such as access to our Therapeutic Practitioner, the Well-being lead, the Young Person Health Link Worker, School Nurse, Kingston schools educational psychology service, mentor time with the teaching assistant, external referral to CAMHs, designated time-out space specific to the pupil's needs e.g. Library/ 2 SEND rooms.

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. Students are regularly consulted as to what would help them most in class, at school and at home, and provide information for the weekly SEND information briefing to the staff on Thursday mornings.

Prevention of bullying and peer abuse is taken as paramount by all members of staff and flows through the form tutor to the head of year. It is important to ensure that children report any behaviour that concerns them. The Anti-Bullying section of the Behaviour Policy will be applied and support put in place to ensure the bullying stops. If necessary, they will be provided with a safe, supervised place to go during social time while the bullying is addressed. Peer support systems are in place in addressing bullying behaviour, as well as raising awareness of SEND for everyone in the school community. If children have a social need then, in consultation, the appropriate method of supporting that need is worked out.

#### **4 The name and contact details of the SEND Co-ordinator**

The SENCo at Tiffin is Mrs R Dyer, she is a qualified teacher and has completed the NASENCo qualification (2021-22). Tiffin has two Deputy SENCos, A Merchant (Key Stage 3) and M Underwood (Therapy).

It is the duty of the SENCo to keep all concerned informed about the best way to support the SEND students in achieving their potential, and to co-ordinate the Special Educational Provision (SEP). To do this the SENCo, along with parents or guardians, will utilise the best advice both from within the School and outside agencies to form a strategy to support the student. The SENCo will update the SEND register termly and review progress of each child termly. The SENCo will update staff on SEND students at every Thursday morning staff briefing. The SENCo will co-ordinate the staff within the SEND Department, as well as any action from outside agencies. The SENCo will also identify and put in place exam access arrangements, liaising with students, staff, parents and external support to ensure that all students can access examinations to achieve their full potential.

The Governing Board will ensure that appropriate special educational provision is made for all pupils identified as in need of it. The named members of the Governing Board who take a special interest in SEND are Mrs A. Jones and Mrs F. Davies.

#### **5. The expertise and training of staff in relation to children and young people with special educational needs, and how specialist expertise will be secured**

All teachers and teaching assistants have had awareness training in a number of areas, such as ASC, Asperger's, dyslexia, dyspraxia, ADHD/ADD, emotional & mental health needs, and physical impairments. SEND Staff undergo inset regularly and develop any skills required to meet the needs of the children currently within the School.

In addition to the training of the SENCo, Therapeutic Practitioner, Well-being lead, DSL and TAs, Tiffin employs external training providers, including an Educational Psychologist, Speech and Language therapists, occupational therapists, physiotherapist, dyslexia specialists, Teaching and Learning Advisors, Neurodiversity specialists.

## **6. How equipment and facilities to support children and young people with special educational needs will be secured**

Specialist equipment will be considered on an individual basis. Any reasonable adjustments will be made.

## **7. The arrangements for consulting parents of children with special educational needs about their education, and involving them in their education**

All parents of pupils at Tiffin are invited to discuss the progress of their children on one occasion a year and receive a written progress review three times per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From Stage 2 onwards on Tiffin's 4 Stage process, the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to meet with us and contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review with the school and, wherever possible, will also include other agencies involved with the pupil. Outcomes and summaries of the review will then be shared with the Local Authority who maintain the EHCP. Further reviews will be through one consultation meeting with the form tutor, a meeting with SENCo and any additional meetings via phone calls. Information will be made accessible for parents.

## **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education**

When a pupil has been identified as having special educational needs, because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Their thoughts contribute to the staff briefing every week and each year group is displayed three times per year

## **9. The arrangements made by the Governing Board relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the School**

The same arrangements for the treatment of complaints at Tiffin are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher in the first instance then the head of year/ SENCo in the second instance then the link SLT and Head to resolve the issue before making the complaint formal in accordance with the School's Complaints Policy.

## **10. How the Governing Board involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

The Governing Board has engaged with the following:

- A Service Level Agreement with Educational Psychology service for 34 sessions in total (102 hours) for the year 2026-27
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Support Service (this is paid for on a case by case scenario)
- Membership of professional networks for SENCo e.g. NASEND, SENCo forum, etc
- School Young Person Health Link Worker.

## **11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)**

Richmond & Kingston SENDIASS provides free, impartial and confidential information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). The service helps families to understand SEND processes, their legal rights and the support available within education, health and social care. Parents can access advice through the website, telephone and email services, as well as workshops, information sessions and online resources covering topics such as SEN support, Education, Health and Care Plans (EHCPs), annual reviews, exclusions, transport and mediation.

SENDIASS can also offer more personalised support for families who need additional help navigating SEND procedures or communicating with professionals. The service additionally signposts families to local and national organisations, support groups and wellbeing services to help ensure that parents are able to access appropriate guidance and advocacy for their child.

Website: <https://www.rksendiass.co.uk>

Phone: 0808 164 5527

Email: [info@rksendiass.co.uk](mailto:info@rksendiass.co.uk)

## **12. The School's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At Tiffin we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Where appropriate the SENCo will attend the previous year's annual review for the children concerned. The individual child will have the same induction day as all new students to the school but if additional induction is required then a prior day can be arranged by contacting the SENCo.

As part of the School's provision in preparing for adulthood, we offer careers support to our students with SEND from Year 7 onwards. This includes, but is not limited to, 1:1 meetings with our career advisors, liaising with Local Authority Careers Support and EHCP coordinators, careers contributions to Annual Reviews, support in finding work experience, support in researching and applying to higher education institutes.

We also contribute information to a pupils' onward destination by providing information to the next setting. The School encourages and if necessary advises the students filling in of the additional disclosure form on their application to UCAS, as this assists immeasurably with the smooth transfer of any student to the university environment. Provision will be made if the student needs to progress to any other environment.

### **13. Information on where the Local Authority's local offer is published.**

The Local Authority's local offer is published on [https://kr.afcinfo.org.uk/local\\_offer](https://kr.afcinfo.org.uk/local_offer) and parents without internet access should make an appointment with the SENCo for support to gain the information they require.

We will publish this information on our website about the SEND provision. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014

# Appendix

## 1 - SEND Threshold Guidance AfC

[AfC SEND Threshold Guidance](#)

## 2 - SEND Journey - Tiffin School



### SEND Journey

SENCo—RD

As always, please report any safeguarding concerns directly to DDSLs.

