



SEND Information Report 2026-27

	Questions	School Response
1.	<i>How does GLPNS know if children need extra help and what should I do if I think my child/young person may have special educational needs?</i>	At Green Lane Primary and Nursery School (GLPNS), we keep a close eye on every child's learning and well-being every day. If we notice that a child might need extra help, we act quickly. We check progress in lots of ways, such as: • Looking at children's work and giving feedback • Talking with children about their learning • Observing in lessons • Holding regular progress meetings with the Headteacher and Inclusion Lead • Talking with children in small 'child conferencing' sessions If a child is not making the progress we would expect, or is finding things harder than their classmates, we will invite parents to meet with the class teacher and our Special Educational Needs Coordinator (SENCO). Together, we will: • Talk about what is working well and what is difficult • Plan strategies to help your child • Agree on next steps and a date to review progress Sometimes, children need more support with things like speech, language, social skills, or physical development. In these cases, the class teacher, SENCO, and parents work together to put the right support in place. If outside specialist help might be useful, we will always discuss this with you first. For children on the SEND register, we create an Additional Support Plan (ASP) with clear targets (SMART targets – Specific, Measurable, Achievable, Realistic, Time-specific). These are reviewed every term with parents and children.



2.	<i>How will GLPNS staff support my child?</i>	We want every child at GLPNS to feel cared for, listened to, and able to achieve their best. To do this, we: • Use a 'team around the child' approach – teachers, support staff, parents, and our Inclusion Manager all work together. • Match support carefully to your child's needs. This might mean extra help, small group work, or one-to-one sessions. • Regularly check how well the support is working and share updates with you. • Provide social and emotional support if your child needs it. • Have governors who monitor the quality of SEND provision in school. At GLPNS, our LSAs mainly deliver planned interventions across the school. These are usually one-to-one or in small groups, depending on children's needs. This means LSAs are not always based in a class full-time but instead work flexibly to support children in targeted ways.
3.	<i>How will the curriculum be matched to my child's needs?</i>	At GLPNS, we focus on what your child <i>can</i> do and build on their strengths. We teach at a level your child can understand, while also providing the right level of challenge. Our approach includes: • High-quality teaching and careful planning so lessons meet different needs in the class • Scaffolded approach for children who need to catch up in certain areas • Personalised support for children with special educational needs Class teachers set aside dedicated time each week to plan and adapt lessons, making sure all children can access their learning as independently as possible. Teachers adapt their lessons and use a range of resources to make sure your child can fully access learning. Plans are flexible and adjusted each day to respond to children's individual needs.



		In addition, we offer: • A broad and varied curriculum that is inclusive and accessible for everyone • Focused phonics groups in the Foundation Stage and Key Stage 1 • Small group or one-to-one interventions, such as , pre-teaching and Emotional Literacy Support (ELSA), to help close gaps in learning Learning Support Assistants (LSAs) deliver these targeted interventions across the school, either one-to-one or in small groups. There are not extra adults in every classroom but instead work flexibly to provide support where it is most needed. At GLPNS, we believe every child has the right to access the curriculum, regardless of ability, background, or disability. We work hard to make sure all children feel included and supported to succeed.
4.	<i>How will both the school, and myself as a parent, know how my child is doing, and how will you help me to support my child's learning?</i>	At GLPNS, we warmly welcome all parents and carers. We want you to feel confident talking about any part of your child's school life. By working together, we can identify your child's needs and decide the best ways to support their learning. Here is how we keep you informed and involved: • Throughout the year, we meet with you to discuss your child's individual targets and share their progress. • Each year, you will receive a detailed report showing your child's achievements, progress, and next steps for learning. • We run workshops to help you develop skills and understand current teaching methods. • Information is shared through our website, newsletters, and social media channels. • We provide ideas and resources to help you support your child's learning at home, available on our website and Google Classroom. For children with additional learning needs:



		• Additional Support Plan: Children on the Special Educational Needs and Disabilities register have personalised targets and strategies. These plans are reviewed each term with both parents and children. • Educational Health Care Plan: If your child has a formal plan, we review objectives and targets at annual review meetings, organised by our Special Educational Needs Coordinator. • Specialist support: If outside specialists, such as educational psychologists, need to be involved, we always ask for your consent first. We keep you informed and share any recommendations. Monitoring progress: All support programmes are carefully monitored to see how well they are working. For example, in a handwriting support programme, we collect samples of your child's everyday handwriting at the start and at the end of the programme. We then compare these samples to see the progress made.
5.	<i>What support will there be for my child's overall well-being?</i>	At GLPNS, we aim to nurture the whole child, ensuring every child feels safe, secure, and listened to. All our staff make time to be available for children as needed. Support from Staff: Our entire team, including the SENCO, your child's teacher, and members of the Senior Leadership Team, are available to meet with you at a convenient time to discuss any concerns and guide you to the right support. For children needing individual support, we can provide a mentor to help them feel supported and confident. Opportunities for social and emotional development: • Forest School: All children participate in outdoor sessions that focus on learning through nature and supporting social and emotional well-being Interventions: Depending on your child's needs, we offer several interventions to support their emotional well-being, including: • Emotional Literacy Support Assistants (ELSA) to help with emotional well-being • Social skills activities to improve communication, friendship, and teamwork • Clubs and activities for children who may feel vulnerable during unstructured playtimes



- Mental Health Team Referrals (MHST) – offer support for low level anxieties or worries
- THRIVE Approach: alongside our ELSA interventions, we adopt the THRIVE approach to support children’s emotional well-being and social-emotional development in line with the Helix Learning Trust Policy.

Family and Community Support

- We connect families with resources such as the *Man and Boy* project and family learning workshops.
- The Senior Leadership Team meets weekly to identify children who may need extra support. Where appropriate, this information is shared with all staff members.

Additional ways we support families and children:

- A variety of extra-curricular clubs, run by both staff and external providers
- Listening to the views of children through our active child Ambassadors
- Working with our Parents Association, *The Friends*, which organises fundraising and social events benefiting children and families

Professional support and services:

Our Governing Body ensures we access a range of services to support children with Special Educational Needs and Disabilities, including:

- Educational psychologists through Headways Psychology
- Mental Health Support Team (MHST)
- Speech and language support, advice, and referrals from NHSYourHealthcare
- Behaviour support through the Education Inclusion Support Service
- Professional networks for Special Educational Needs Coordinators, such as the SENDCo Forum

These services also provide training and development opportunities for our staff so they are well-equipped to support your child.



6.	<i>What specialist services and expertise are available at or accessed by Green Lane Primary and Nursery School?</i>	The Governing Body at Green Lane Primary and Nursery School makes sure we have access to a wide range of services to support children with Special Educational Needs and Disabilities. These include: • Educational psychologists through Headways Psychology • Speech and language support – advice and referrals from NHS YourHealthcare • Behaviour support through the Education Inclusion Support Service • Professional networks for Special Educational Needs Coordinators, such as the SENDCo Forum These services also provide regular training and professional development for our staff, so they are confident and well-prepared to support your child's learning and well-being. For families living in Kingston, extra services are available through the Kingston Single Point of Access, such as: • Family Advice and Support Service • Children's Services • Bereavement Services • First Aid and Paediatric First Aid training • School Nurse Service • Outreach support from other schools • Family Matters • Mental Health Support Team – this service supports children with mild to moderate emotional health or well-being difficulties. Referrals are required, and support may include parent or child sessions, workshops, or small group interventions. For families living outside Kingston, a direct referral to equivalent local services may be appropriate.
7.	<i>What training are the staff supporting children and young people with SEND had or are having?</i>	Our SENDCO is a qualified teacher who has completed the National Special Educational Needs Coordinator award. As a member of our Senior Leadership Team, they ensure that our training reflects the needs of GLPNS. We have dedicated time in our weekly staff meetings for training on core subjects and the wider curriculum we offer. Over the last three years, we have provided training in the following areas: • Widget (a communication program)



		• Positive Handling Training • Zones of Regulation • Mental Health First Aid Training • Identifying and referring low-level anxiety to the Mental Health Support Team (MHST) • Recognising speech and language needs in the classroom –seeking advice from Yourhealthcare SaLT • Blank Level Questioning • Pre-teaching Techniques • Safeguarding • First Aid and EpiPen Training • Precision Teaching • Fine and Gross Motor Skills Training • Sensory Training • Observing skills and resources in Autism Spectrum Condition(ASC) provisions • Bereavement Training • Special Educational Needs and Disabilities (SEND) Resources • Supporting Spelling • ADHD Embrace Training
8.	<i>How will my child be included in activities outside the classroom including school trips?</i>	We believe that all children should be able to enjoy school activities, both inside and outside the classroom. We make sure that every child's needs are carefully considered for all visits, including residential trips, so that everyone feels included and treated equally. Here's how we support children during these visits: • Planning for support: We plan ahead for any additional help a child may need. • Risk assessments: These are completed for every trip to ensure safety and inclusion. • Adult support: We follow the recommended adult-to-child ratio and invite parent helpers when needed to support individuals or groups.



		• Residential trips: Before these longer visits, we meet with parents and children to share details, answer questions, and address any concerns. • Tailored support: Children with additional needs are given the right support so they can take part in all activities. • Working with parents: We work closely with families to minimise risks and make sure children feel safe and supported. • Preparation strategies: We use tools such as social stories and other approaches to help prepare children for changes in routine and reduce any worries they may have.
9.	<i>How accessible is GLPNS environment?</i>	At GLPNS, we have an open-door policy and warmly welcome all parents and carers. We want every child and family to feel included and supported. Here's how we make our school accessible: • Spacious grounds: Our large outdoor areas are designed to enhance learning and meet the needs of all children. • Weekly tours: Families are welcome to join a tour of the school to see our facilities and ask questions. • Induction programme: We provide a thorough programme to help new children settle in smoothly. • Clear communication: We keep families informed through newsletters, our website, social media, learning journals, and home-school books if needed. • Accessible facilities: The school has disabled entry points, step rails, and disabled toilets with changing facilities. • Safety checks: All staff and volunteers are checked through the Disclosure and Barring Service. • Accessibility Plan: We have an Accessibility Plan and Disability Equality Scheme, reviewed every three years, to make sure our environment remains inclusive and supportive for all. • Helix Learning Trust inclusion Strategy: GLPNS will publish its updated Inclusion Strategy by December 2026 to further detail our commitment to accessibility and inclusive provision.



10. <i>How will GLPNS prepare and support my child to transfer to a school or the next stage of education and life?</i>	Transitions can be challenging, especially for children with Special Educational Needs and Disabilities (SEND). At GLPNS, we are committed to providing the support needed to make any move as smooth as possible. If your child is moving to another school: • We will contact the new school's Special Educational Needs Coordinator (SENCO) to ensure they are aware of any special support or arrangements your child may need. • We will transfer all relevant records about your child as quickly as possible. • For children with an Education, Health, and Care Plan, we will invite staff from the new school to attend the final annual review before the move. If your child is moving classes within the school: • We will pass information about your child to the new class teacher in advance and arrange a transition meeting, if needed. • Additional Support Plans and Education, Health, and Care Plans will be shared with the new teacher. • If helpful, we will create a social story or communication passport for your child and schedule visits to the new classroom. For Year 6 to Secondary School transitions: • Our SENCO will attend the Primary Transition Day to discuss your child's specific needs with the SENCO at the secondary school. • If appropriate, your child can join a small group within school to help them understand and prepare for the changes ahead. This might include creating a 'Communication Passport' with information about themselves for their new school. • Your child will have opportunities to visit their new school several times, and sometimes staff from the new school will visit your child at GLPNS. • The class teacher or Inclusion Manager will share necessary information with the new school to ensure your child receives the right support.
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		• We will talk with your child to understand their views and preferences, and discuss what they want their new school or class teacher to know about their learning and support needs. • Health Practitioners offer drop-in sessions during the summer term for any child with concerns. • The MHST offer workshops Y6 classes that support transition to high school with a focus on worries We recognise that each child is unique and may need a personalised approach. We encourage parents to discuss their views with the SENCO to ensure the right support is in place for a successful transition.
11.	<i>How are the school's resources allocated and matched to children's special educational needs?</i>	At GLPNS, we consider the individual needs of every child, whether they relate to social, emotional, communication, sensory, physical, or learning needs. Once a need is identified and discussed with all relevant parties, our Inclusion Manager will arrange the right support. This support could be one-on-one, in pairs, or in small groups. We aim to provide support within the classroom whenever possible. For interventions requiring a quieter environment, we use designated group tables outside the classroom for small groups and individual support. We also have three additional rooms, including our hall and Orchard Room, which can be scheduled as needed. Our large outdoor area is used to enhance learning and support various groups, such as those focusing on social skills and fine and gross motor skills. We match practical resources to your child's needs, from simple tools like pencil grips to the use of iPads. We will also seek advice recommended by outside experts, such as Educational Psychologists, Speech and Language Therapists via Your Healthcare, or Occupational Therapists, to best support your child.
12.	<i>How is the decision made about what type and how much support my child person will receive?</i>	The code of practice requires teachers to be accountable for the progress of all children in their class, including those who receive support from specialist staff. Teachers will identify any needs throughout the year, not just at the end of a term. What the Class Teacher Will Do:



		• Inform you if they notice any areas where your child may need extra support or further discussion. • Decide on the type of support required and put it in place. • Monitor how well the support is working and gather evidence of its impact. For children needing bespoke support: • The class teacher will discuss the support they feel is need and can be offered by the school • They will monitor the support and its effectiveness. • The class teacher may meet with our Inclusion Manager to discuss and decide on next steps • If necessary, and after discussing with you, our Inclusion Manager will refer your child to specialist agencies, such as Educational Psychologists or Speech and Language Therapists. Tracking Progress: • We track your child's progress each term through class teachers, subject leaders, Senior Leaders, and the Head Teacher. • If a lack of progress is noted, it will be discussed in detail, and additional support may be considered to help your child.
13.	<i>How are parents involved in GLPNS school? How can I be involved?</i>	We welcome and value your involvement in your child's education and believe that your support is crucial. Here are several ways you can engage with us: • Up-to-Date Communication: Stay informed through our weekly emails, newsletters, website, and social media updates. • Parent Association (The Friends): Join our Parent Association to participate in and support school events. • Parent Workshops: Participate in workshops designed to help you support your child's learning at home. • Parents' Evenings and Events: Join us for parents' evenings, class open afternoons, assemblies, and other school events. • Volunteer Opportunities: Help out as a parent reader or assist on school visits.



		• Parent Bulletin: Read our regular Parent Bulletin for updates and information. We encourage you to take part in these opportunities to stay connected and support your child's education.
14.	<i>Who can I contact for further information?</i>	In the first instance, parents are encouraged to talk to their class teacher. Further information can be obtained from our SENCO, Ms N Tewari, by emailing the school office enquiries@greenlane.org.uk or phone the school on 020 8337 6976 The Headteacher, Mrs Berlemont, the Deputy Head, Mrs Reed, and the Early Years Lead, Miss Parnell (EYFS), can be contacted by emailing the school office enquiries@greenlane.org.uk or on the same phone number. We warmly welcome parents and carers to visit the school. Further information can be accessed through Richmond & Kingston SEND Information, Advice and Support (SENDIASS) Link: What is Information, Advice and Support Service? The Information, Advice and Support Service (SENDIASS) in Kingston and Richmond 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 information about: • local support networks • education, health and social care services • your rights in education, health and social care • mediation and dispute resolution The service is free, confidential and impartial. It is for children and young people up to the age of 25yrs who have special educational needs or disabilities, and their parents or carers.

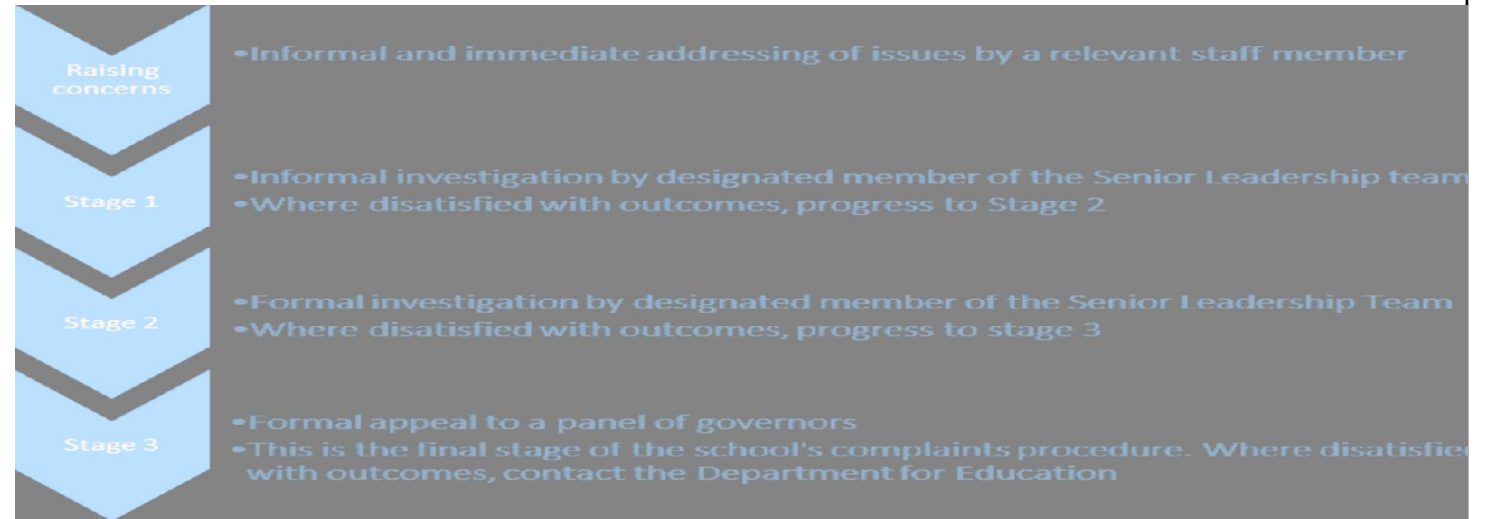


	Based at: The Croft Centre, Windham Road, Twickenham TW9 2HP and at The Moor Lane Centre, Moor Lane, Chessington KT9 2AA. Freephone number: 0808 164 5527 Email: info@RKsendiass.co.uk Website: rksendiass.co.uk The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0 – 25 years with special educational needs or disabilities. It can be found at Link: Kingston Local Offer Please note: families from outside the boroughs of Kingston and Richmond will need to refer to the SEND Local Offer in their home local authority. Sutton : Link: Sutton Local Offer Merton : Link: Merton Local Offer
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Complaints procedure

In the first instance parents/carers are requested to speak with the relevant member of staff – this could be the class teacher or, if appropriate, a member of the Senior Leadership Team, who will be happy to discuss any concerns and seek to establish a solution. If you are not satisfied and with this response there is a complaints procedure to follow – see below:





Green Lane
Primary & Nursery School

Explanation of acronyms:

EP: Educational Psychologist

SLT: Speech and Language

OT: Occupational Therapist

MHST: Mental Health Support Team

SENCo: Special Educational Needs Co-ordinator

SEND: Special Educational Need and Disability

EAL: English as an Additional Language

ASP: Additional Support Plan

SENDIASS: Special Educational Needs and Disabilities Information Advice and Support Service