

Three Rivers Academy

SEND Information Report for the Local Offer 2026-2027

SENCo/ Inclusion Lead: Mrs Heidi Stone & Mrs Aegean Roche

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	Questions	School Response
1	How does the school know if children and young people need extra help and what should I do if I think my child may have special educational needs?	We use systematic assessment at each Key Stage to identify our students' strengths and areas for development. • We consult with parents/ carers and feeder schools prior to transition in Year 6. • Students with complex special needs are offered a pre-entry additional transition programme which enables us to assess and plan for their needs, whilst providing them with opportunities to build confidence and resilience during the transition process from Year 6 to Year 7. Parents/ carers are also involved in this additional induction process. Students with sensory and physical needs are met with and provision is planned for with parents/ carers and the Local Authority's advisory teachers. • Families of students with EHCPs in place, or in progress, are offered a tour of Three Rivers and a meeting with the SENCo, Deputy SENCo or Inclusion Manager in the summer term prior to their transition from primary. • All students are assessed when they join in Year 7 using the NGRT screening assessment. We test ability in reading and writing. Students are then re-tested using LUCID EXACT in the summer of Year 9 to measure progress and screen for eligibility for Access Arrangements when they begin their GCSEs in Year 10. • Students with disabilities are protected by our Single Equality Scheme, whether or not they also have special educational needs or disabilities; through our liaison with paediatric services, we then identify the reasonable adjustments which may be necessary for any student with a disability. Please refer to our Equality Policy and our Accessibility Plan. • We provide inclusion programmes for students who need additional support to integrate into school, for example, after interruptions to their education or long-term illness. These programmes combine a broad and balanced classroom timetable with tailored withdrawal for individual support and in-class support. • Every parent/ carer has the opportunity to meet the Special Educational Needs Co-ordinator at our 'Information Evening for Parents', our Meet the Tutor Evenings, parent coffee mornings, open evenings, SEND specific school tours and at various other events parents attend throughout the academic year. • We adopt a proactive approach with parents/ carers of students with complex special needs (including communication & interaction needs and autistic spectrum disorders) encouraging them to communicate regularly with their child's key workers to review student progress and wellbeing.

2	How will school staff support my child?	If your child has a special educational need or disability, they will contribute to their Student Support Plan with their key worker or one of our Learning Support Assistants. The school's Specialist Assessor for exam arrangements is Mrs Mutti- Mewse and the school's examinations officer is Mrs Blanchett. Plans for interventions are made in consultation with key staff, parents/ carers and any specialists who are involved. They are overseen and delivered by: Mrs Scott, Head of Centre (TRAC)/ Literacy Mrs Dunning, TRAC Middle Leader Mrs Leonard, Literacy HLTA Mrs Day (Szeweluk-Roos), ELSA & Social Skills Ms Knights, Arts Intervention Lead & Social Skills Mrs Ewan, THRIVE+ Pastoral Lead Miss Povoas, THRIVE+ Curriculum Lead & Alternative Provision Lead Mrs Rands, Inclusion Manager Ms Lauchlan, Deputy Inclusion Manager Mrs Hunt, Maths HLTA & Deputy SENCo Miss Raftery, Deputy SENCo Mrs Allen, Deputy SENCo Mrs Wishaw, Senior SEND Administrator Miss Bass, SENCo in training These roles are line managed by our inclusion team middle leaders and Mrs Stone (Assistant Principal for Inclusion & SENCo) Additional support is delivered by our Learning Support Team: (LSA: Learning Support Assistant) Miss Darlington, LSA (Science specialist), ICT support & handwriting intervention Mrs Hunt, Specialist Numeracy LSA/ HLTA & Deputy SENCo Mrs Leach-Walton, Assessment & ICT LSA Mrs Leonard, Specialist Literacy LSA/ HLTA Mrs Walrond, Numeracy LSA Miss Young, English Specialist LSA Mr Judd, LSA & HI
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Mrs Morris- Motasher, Specialist Needs Assistant/ LSA

Ms Knights, LSA/ Arts Intervention

Ms Collins, LSA

Mrs Szeweluk-Roos, ELSA & Social Skills

Ms Searle, LSA & Literacy

Mrs Pockett, LSA

Mrs Pomfret LSA

Ms Kalonji LSA

Mrs Ezekwugo LSA

Miss Shahabdeen LSA

Short-term interventions may take the form of 1:1 meetings with a key worker, weekly withdrawal sessions to deliver specific intervention; some are delivered in 20 minute sessions once or twice each week; some interventions are available on a daily basis. The Learning Support Assistants (LSAs) will work on the key skills identified as priorities in each student's support plan/ EHCP.

High COIN Centre (TRAC) staff:

Mrs Scott, Head of Centre/ Centre Teacher

Miss Povoas, Centre Teacher

Mrs Dunning, Centre Teacher

Miss Johnson, Centre LSA

Mrs Watkins, Centre LSA

Miss Smith, Centre LSA

Mrs Bennett, Centre LSA (P\T)

According to the Department for Education's research, the long-term learning outcomes which matter most to children and young people are generally:

- to have relationships and friendships
- to have choice about what they do with their spare time
- to continue in education, work or training

The same research showed that parents' aspirations for their children are generally:

		• to be happy and safe • to have access to work / purposeful activity • to improve their communication and basic skills These common aspirations form the basis for all our support and intervention at Three Rivers Academy. School Governors have a duty to oversee the effectiveness of provision for students with special educational needs and to ensure that parents/carers are kept informed. The governors will consider the progress of students with special educational needs and disabilities alongside the progress being made by other students in the school, to monitor the equality of teaching, learning and opportunity. We systematically review and measure impact of outcomes and interventions to ensure we continue to diminish any differences for students with SEND. We focus on students with SEND as a specific group when completing learning walks, lesson observations and during work scrutiny exercises to monitor the consistency and implementation of school teaching and learning policies and ordinarily available provision. We deliver SEND specific CPD to teaching staff and support staff to ensure High Quality Teaching and promote wellbeing as a priority in all learners. Any additional support delivered by teachers and LSAs is underpinned by ordinarily available provision (OAP) to meet the needs of all learners in and outside the classroom.
3	How will the curriculum be matched to my child's needs?	For all students the curriculum is adapted according to their learning needs by: • Delivering High Quality Teaching • Delivering ordinarily available provision (OAP) • Course content • Tailored support (including lunchtime and after-school learning clubs) • Targeted interventions for each subject (including small groups/ classes, revision programmes and online learning) • Enrichment activities where all students have opportunities to experience learning and enrichment activities outside the classroom environment Students with particular needs are prioritised for individual or small group work and interventions, including: • Individualised literacy programmes • Small group vocabulary programmes • Small group numeracy programmes • Small group EAL programmes

		• Small group social skills programmes • LEGO therapy • Handwriting support programmes • 1:1/ small group interventions with our EIKON Student Support Worker • Small group therapeutic art sessions • ELSA intervention • School counsellor • Sessions with our Learning Mentors • Various 1:1/ small group interventions delivered by our Inclusion Plus Team on a daily basis. These interventions are personalised and timetabled specifically to meet individual need • Family Support Worker intervention • Small group/ 1:1 with pastoral inclusion lead • Therapy dog session • Intervention delivered by external agencies and their specialist practitioners KS3 THRIVE+ Curriculum At Three Rivers we introduced an enrichment curriculum to meet the needs of students specifically identified as requiring an alternative approach to their full-time curriculum. In exceptional circumstances where need dictates, a small number of students' mainstream lessons are replaced with a small percentage of alternative nurture based, physical, creative or practical and therapeutic sessions with a view to access some external enrichment services too as part of this provision. This is currently in place for years 8 & 9 and in place for Yr 7 on a smaller introductory scale to offer access to additional nurture groups. Their primarily pastoral care is managed by our THRIVE+ team. At Three Rivers we adopt a THRIVE approach across the whole school. This promotes positive relationships, fosters a sense of belonging and encourages a love for learning. KS4 Alternative Pathway In KS4 we have created an additional options pathway for students with SEND who we feel require an adapted GCSE offer that better meets their individual needs and aspirations, providing them with a far greater chance of success across all their KS4 subjects. This has been designed to provide them access to a more vocational offer that replaces one GCSE option alongside, where appropriate, the opportunity to sit Maths functional Skills in addition to GCSE. King's trust has proven a very successful tool in engaging these students in practical learning for which they receive accreditation.
4	How will both you and I know how my child is doing and how will you help	Tutors, Year Leads, Senior Pastoral Leads, Deputy Year Leads, Learning Mentors, THRIVE+ Leads and SEND key workers liaise with parents / carers when reviewing progress to ensure that any pathway targets are clear and agreed. They liaise with subject teachers and provide feedback to the student and parents/ carers who can then support a plan at home.

	me to support my child's learning?	Every student and parent/ carer has access to Microsoft TEAMS & TALAXY. TALAXY is a tool for parents to use to support their child with attendance, rewards and consequences as well as any key messages. TEAMS generates a weekly report for parents to use to support their child and monitor the homework set via TEAMS Assignments. Microsoft Office 365 Apps can be downloaded on up to 5 devices at home, this will include Outlook, which provides students with a safe and reliable means of communicating Students with significant educational needs and disabilities, or an EHCP in place, will be allocated a SEND key worker from the Learning Support Team whom they can speak to and who will advocate for them within school, acting as their champion. All students with an EHCP will have a keyworker from the inclusion team to support learning and where necessary, strengthen the link between home and school. Parents/ carers and students receive an academic progress report three times a year which includes measures of attitude to learning and quality of homework as well as student progress in each subject. There is a scheduled parent/ teacher evening for each year group and parent information evenings for KS3, 4 & 5. Parents/ carers and students are informed of any access arrangements in place for their child and have the opportunity to discuss and review these. Parents are kept informed of student progress receiving three progress reports over the academic year. Parents are invited to attend a parents' evening annually where they receive face to face feedback on their child's progress from their child's teachers. Appointments with the SENCo and Learning Support Team leads can be made at any point in term time. At Three Rivers we adopt an open-door policy for parents and carers. If students have SEND specific targets or an EHCP, these are reviewed throughout the year via any formal meetings or annual reviews taking place.
5	What support will there be for my child's overall well-being?	We offer: • A hard working, dedicated Pastoral/ Year Team at Three Rivers who strive every day to ensure the happiness and wellbeing of our students • Lunch Club which provides daily social support for students with additional needs or vulnerability • Daily access to our after-school Homework Club supported by teaching staff and Learning Support Assistants • Individual Health Care Plans for students with long-term medical needs affecting their learning or risks to wellbeing • Support for students with social communication difficulties (for example autistic spectrum conditions) through continued work with ASD outreach services and experienced staff, including the expertise from our High COIN Centre • Social Inclusion programmes co-ordinated by our Inclusion Manager for students at risk of social or educational exclusion. • Access to ELSA support sessions (wait list and 6 week intervention maximum). • Tutor groups with daily planned activities to develop social and emotional aspects of learning, one of these each week being a values themed year group or SLT assembly.

		• Home School Link Workers (HSLW) building positive relationships with and encouraging regular attendance for our more vulnerable students. • A variety of student support workers who offer 1:1 personalised support and small group interventions. • Family Support Workers to support positive links between school and home. • A dedicated attendance team who strive to encourage positive attendance for learning for every child.
6	What specialist services and expertise are available at or accessed by the school?	In September 2020 we set up our Three Rivers Academy Centre (TRAC). This is a High COIN provision/ centre where students are placed independently by the Local Authority (LA). Via the centre and the experienced staff, we have access to specialist provision and intervention for students with Autism and Band 4 Communication & Interaction needs. These include: • Zones of Regulation • ASD outreach and specialist services to support • An assigned speech and language link • Flexibility in timetabling • Access to specialist intervention to support the needs of mainstream students where capacity allows • Access to specialist training for mainstream LSAs and teachers • Provision for experienced primary approach to assist transition from KS2 to KS3 • LEGO Therapy • Bespoke Literacy intervention The following specialist services are available in consultation with the school via referral: • Educational Psychologist • THPT Psychologist Service • Learning and Language (Specialist Teaching Support Service) • Specialist Teachers for Inclusive Practice (STIPS) • Physical & Sensory Support Service (PSSS) • Surrey Family Support Service (SFSS) • EIKON Student Support Worker (TBC) • Home School Link Worker (Susan Adams) • Inclusion Welfare Officer (Surrey reviewing this service 2024 & 25) • Pastoral Intervention Lead (Sam Buckman) • TRA School Counsellor (Under appointment) • ASD outreach services (Limpsfield Grange & Linden Bridge) • Specialists we liaise with in other schools within The Howard Partnership Trust • North East Surrey Short Stay School (NESSSS) outreach intervention/ support In addition, the following services are commissioned for us by NW Surrey Clinical Commissioning Group:

		• Paediatric therapy services (Speech & Language Therapy, Occupational Therapy, Physiotherapy) • Child & Adolescent Mental Health Service (CAMHS/ Mindworks) • ADHD Specialist Consultancy/ Paediatrics (NHS)
7	What training have the staff supporting children and young people with SEND received?	• Our Assistant Principal & Special Needs Co-ordinators (SENCo), Mrs Stone and Mrs Roche, have obtained the National SENCo Award and are qualified teachers. We regularly share information and invest in training our staff to improve high quality teaching, and enhance skills and knowledge in the delivery of additional interventions. • All staff receive SEND & inclusion bulletins that include advice, guidance and strategies for working with students with additional needs. Regular updates and communications are shared with staff identifying how to meet the needs of individual students. • Via staff meetings, our staff are regularly updated on matters regarding special educational needs and disabilities. This has included training on high quality teaching and ordinarily available provision (OAP). • We identify areas where staff require additional training and work with our experienced, qualified staff and external partners to provide this. This has included training on working with students with dyslexia, ASD, ADHD, attachment difficulties, brain injury, hearing impairment, SLCN and sensory needs. We also focus on effective provision in the classroom, including adaptive approaches, scaffolding, modelling and access for all teaching strategies. • We aim to ensure that all staff working with students who have additional needs possess a good working knowledge of a student's difficulties to supporting them in accessing to the curriculum. Staff CPD has included: • A broader understanding of ASD/ ADHD for ALL staff • Specific ASD/ PDA/ ADHD for Inclusion leads • Securing successful transition • Inclusion for all • ACES training/ Trauma informed response • Creating a dyslexic friendly learning environment • Inclusion for all • EHCPs and SEND in mainstream • Supporting students who are LAC/ PLAC/ Vulnerable • Mental Health awareness training • Understanding anxiety (delivered by EP Service) • HI Specialist teacher training (PSSS link worker annual update) • Epilepsy Training for specific key workers (updated as required) • Moving & Handling training (renewed annually) • Administering Epipens/ JEXT pens effectively • Supporting low ability Learners • Engaging learners with SEMH • Delivering Access Arrangements for students with SEND • First Aid training for first aiders (updated as required) • Annual safeguarding updates (annually and as required by DSL & team)

		• Cognitive testing/ screening (SENCo/ SENCo admin training) • Diabetes for specific key workers (updated as required) • Introduction to the Trauma Approach • Meeting Speech and Language needs in the classroom • CPD for pastoral TEAMS 'Meeting SEND Needs and appropriate referrals' • Supporting Students with SEND (delivered annually to all new staff and trainees) • Meeting Challenging needs in the classroom (delivered annually for new staff and trainees) • Ordinarily Available Provision (SLT, Middle Leaders & all staff) • EBSNA approaches (SLT, Pastoral and Inclusion teams) • Student support Plans: Making them meaningful • Scaffolding & Modelling specifically • Rosenshine Principles: High Quality Teaching & Cognition • Access Arrangements: Evidencing normal ways of working • Learning modes: Ensuring consistent routines in every classroom
8	How will my child be included in activities outside the classroom including school trips?	Our Single Equality Scheme ensures that all students with SEN and/ or disabilities are included in activities outside the classroom and on school trips. The Learning Support Team assesses and regularly supports extra-curricular activities including school trips to identify and provide for any special educational needs and any barriers to inclusion for students with disabilities. SENCo liaises with students and families to ensure adequate provision is in place making these accessible for all wherever possible. SENCo liaises with trip leaders to ensure early identification of need and support is provided prior to any trips. Support staff accompany groups where specific needs are identified, and risk assessments are undertaken accordingly.
9	How accessible is the school environment?	We currently support several students with physical disabilities who are following the full curriculum. Minimal restrictions remain on our new site now that students and visitors have access to lifts. The school has several disabled toilets and adaptable changing/ personal care facilities. Included in this is access to a physiotherapy room, equipped with a hoist. See Three Rivers Academy's Accessibility Plan on our website for more details regarding this. As far as possible, communication with parents whose first language is not English, is supported by online translation services; we also access interpreter services as and when the need arises. Students joining the school with little, or no English, are given a student 'buddy' whose home language is the same wherever possible, and they are immediately supported by our EAL LSA to assess their needs and the intervention required to ensure they can access the curriculum. We have appointed staff who now offer a wider range of languages to support new EAL students joining us.
10	How will the school prepare and support my child to join the school or transfer to the next	We stay in contact with our feeder schools and our other local primary schools throughout the year. Following our Open Evening in the Autumn term, the SENCo and Head of Year 7 visit local primary schools to meet children with special educational needs and to provide parents/ carers with information about transition. We attend Annual Reviews of Education, Health & Care Plans for children in Year 5 and Year 6 who are expected to transfer to Three Rivers Academy and we arrange additional visits to Three Rivers Academy so that they can begin to prepare for transition.

	stage of education and life?	We run additional transition sessions during the Summer Term for children with additional needs or existing barriers who we feel would benefit from these sessions. These sessions are tailored specifically to the needs of children with speech, language and communication needs and those with social, emotional and mental health needs or identified vulnerability. We hold induction day/s in July when all Year 6 children who are transferring to Three Rivers Academy come to the school and follow a typical learning timetable. In the Spring of Year 9 we begin to prepare students for the next stage (Key Stage 4) including presentations, assemblies and Q & A sessions about the options. Parents are invited to an Information Evening where they can meet the staff and ask questions. We invite key professionals to the Year 9 and Year 11 Transfer Review meetings for students with an EHCP so that we can help them plan the next stage. This will normally include an Educational Psychologist and a vocational adviser where available. Where a student with additional needs is moving to a new school or college, we prepare them to make visits to their new school or college, accompanying them where a parent/ carer is unable to. We support students to make applications and prepare them for interviews when they are applying to university. We will support the student to plan their travel and other arrangements.
11	How are the school's resources matched to children's / young people's special educational needs?	The school annually reviews the budget available to meet the needs of students with SEND and allocates funding according to the needs identified. Our whole school provision map details how this funding will be used through individual support programmes delivered by the Learning Support Team, our year teams and our inclusion staff. Additional funding can be used to buy in external resources when accessible, training and equipment to give students greater access to learning in the classroom and to provide teachers with specific strategies to support individual student needs. We regularly review and update our SEND register adopting a triangulated approach taking into consideration a student's current and historic progress, success of any intervention and level of need/ diagnosis. We review the effectiveness of our interventions primarily based on a student's progress, attainment and wellbeing. Alongside that, we consider student engagement, attendance, and any cost in comparison to impact.
12	How is the decision made about what type and how much support my child will receive and how is this communicated with parents and carers?	The SENCo and Learning Support leads make this decision based on several key questions: • What is the difference between your child's attainment and those of their peers? • What new challenges do they face? • Which interventions, supported by a strong evidence base, might be suitable for your child now? • What resources are available from the school's SEND budget to implement the preferred interventions? • Screening results on entry to Yr 7 and Yr 10 (results from Yr 9 screening) The impact of interventions is assessed by listening to your child's own view of their progress and by measuring their progress in terms of diminishing any differences between themselves and their peers. Typically, we use: • Subject teacher assessments • School progress reports • Feedback from teachers and LSAs • Standardised scores (screening results)

		• Age equivalents for reading and spelling as well as other benchmarks when necessary • Various methods of measuring progress for emotional well-being and positive mental health We value working in close collaboration with our parents and carers at Three Rivers and adopt a child centred approach to any discussions around support and intervention. Our Student Support Plans (SSPs) are also centred around the child, and they contribute to the information we record and share with their teachers. Parents are also involved in this process. Any decisions made regarding provision for a student would include discussion with parents/ carers and the student. We promote working collaboratively with open communication between school, families and any external services and providers. Annual Review meetings are held annually for parents and families of students with an EHCP. This involves a thorough review of a student's EHCP targets, progress, provision and wellbeing. Much communication with families takes place across the year in addition to this statutory meeting.
13	How are parents involved in the school? How can I be involved?	At Three Rivers Academy we welcome parent/ carer input and support in the development of the school. Parent Voice meetings are held regularly. Parents are presented with the opportunity to hear from key members of staff and students in relation to new school initiatives. Attending these meetings will also give you a voice and allow you to support improvement in the school through discussion groups that include both staff and parents. The dates for Parent Voice can be found on the School Calendar which can be viewed on our school website. The school has an active Friends of Three Rivers (PTA), which has a programme of varied activities: educational, social and fund-raising. Through its fund-raising, many valuable items have recently been purchased for the school including computers, display and video equipment, books for the Learning Resources centre, P.E. equipment, and equipment for the Duke of Edinburgh Award Scheme. We host parent coffee mornings for students with additional needs and welcome parents/ carers to come in, have some refreshments and spend time with us looking at how to best support their child at school and at home, to share experiences with other families and start to build a support network amongst parents/ carers in our school community. During these mornings we often welcome external speakers who specialise in different areas, for example: ASD, ADHD and EBSNA. Feedback from these has been very positive.
14	Who can I contact and where can I go for further information?	Internally at Three Rivers Academy: You should speak with your child's Tutor first or your child's Year Leader, unless the concern is about a specific aspect of your child's SEND support. In this case you should contact the SENCo and Learning Support Team via SEND@threeivers.thpt.org.uk. Our Deputy SENCo, Mrs Emma Allen and our Senior SEND administrator, Mrs Fiona Whishaw, will then direct your query accordingly. Support staff and pastoral staff all contribute to the progress your child makes by ensuring that each aspect of their education is well-planned and student-centred. Your child's Tutor will play a significant role in helping them adjust to secondary school life. If you are worried about your child's progress in a particular subject, you may wish to speak with their subject teacher or curriculum lead. Staff contact details can be found on the school website. If you are concerned about a pastoral issue, you should contact your child's Tutor in the first instance, then their Year Leader.

If unsure of who to contact, either email our school office on info@threerivers.thpt.org.uk or call us on 01932 242 994.

The majority of concerns can be dealt with without resorting to the complaints procedure (see the Responding to Concerns Policy on our website). Where you have a concern, please raise this with the relevant member of staff. They may be able to address your concern straight away or arrange a meeting with you to discuss the issue. If you are dissatisfied with the outcomes of discussions with staff, you are able to raise a formal complaint. At Three Rivers Academy, we take concerns seriously and seek to address them as quickly as possible

Externally services and providers:

- You can visit <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page> for more information on Surrey's Local Offer.
- Surrey SEND Information, Advice and Support Service (SIASS) offer impartial, confidential and free support to empower parents/carers, children and young people with special educational needs and disabilities aged 0-25 years. Further information can be found at <http://www.sendadvice.surrey.org.uk/>
- Contact a Family offer advice and guidance for families with disabled children and can be found at <http://www.cafamily.org.uk/>
- The Surrey Family Information Service offer a free impartial information and signposting service on all aspects of family life for parents and can be accessed at <https://www.surreycc.gov.uk/people-and-community/families>
- Surrey's Family Help Hub is a new service that is currently focusing on support with children's behaviour. They can be found at <https://www.surreysfamilyhelphub.org.uk/>
- The following organisations offer information and support for students with specific SEN:
 - The British Dyslexia Association – <http://bdadyslexia.org.uk>
 - The National Autistic Society – www.autism.org.uk

Other services we can access:

Educational Psychology Service (Surrey Service)

ASD Outreach

Inclusion Service (previously the Education Welfare Service)

Learning and Literacy Support Service (LLSS)

Occupational Therapists (OT)

Speech and Language Services (SaLT)

Early Help Services

Children's Services

Mindworks (CAMHS) Physical and Sensory Support (PSS) Service and the school nurse. Parents and young people will be consulted, where appropriate, and consent sought so that external partners are able to work in supporting the overall development

		of the young person. Parents can contact school to support with a referral to Mindworks as GPs no longer refer to this service directly.
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