

# Prospectus

Provision for children  
and young people with  
special educational needs



Richmond upon Thames  
Children and Young People's Trust



LONDON BOROUGH OF  
RICHMOND UPON THAMES

<b>Early years provision</b>	5
<b>Specific learning difficulties</b>	
Christ's School Provision	6
Orleans Park School Provision	8
Teddington School Provision	10
<b>Severe and complex learning difficulties</b>	
Buckingham Primary School Provision	12
The Russell School Provision	14
Strathmore School	16
<b>Autistic spectrum conditions</b>	
George Tancred Centre (St James's Catholic Primary School)	18
Jigsaw Nursery Provision (Windham Nursery School)	20
Gateway Centre (managed by Clarendon School)	22
The Peartree Centre (Stanley Primary School)	24
<b>Speech, language and communication needs or autistic spectrum conditions</b>	
Waldegrave School Provision	26
Hampton Academy Provision	28
Richmond Park Academy Provision	30
<b>Moderate learning difficulties and autistic spectrum conditions</b>	
Clarendon School	32
<b>Moderate and severe learning difficulties</b>	
Darell Primary School Provision	34
<b>Speech, language and communication needs</b>	
Heathfield Infant and Nursery School Provision	36
Heathfield Junior School Provision	38
St Mary's CE Primary School Provision	40
Grey Court School Provision	42
<b>Behavioural, emotional and social development</b>	
East Sheen Primary School Provision	44
Hampton Hill Junior School Provision	46
Holy Trinity CE Primary School Provision	48
Newhouse Centre	50





# Foreword



In 2009 a review of provision for children and young people with special educational needs (SEN) was undertaken across Richmond upon Thames. There were four guiding principles for this review:

1. Children with SEN will have their needs met in mainstream schools whenever possible.
2. Richmond Borough special schools should be maintained and valued as resources of expertise, supporting mainstream schools where possible.
3. If provision in a special setting is necessary it should be as local as possible.
4. There should be as much choice for parents as possible.

We carried out analysis of SEN provision across the borough which identified gaps regarding:

- Autistic spectrum disorder provision, particularly for pupils with challenging behaviours
- Co-ordination and quality of provision for emotional, behavioural and social development
- Speech and language therapy provision for schools
- Specific learning difficulties provision at secondary level
- Over-supply of Key Stage 1 unit provision for moderate learning difficulties
- Provision for pupils with more complex and challenging needs.

Three years later, there are 20 provisions attached to mainstream schools across Richmond upon Thames, the gaps have been filled, and the principles have been upheld.

This achievement represents success within four different areas:

- Improved inclusion for children and young people with special educational needs
- Improved parental choice due to enhanced local options
- Improved outcomes for children and young people
- Reduced cost of out of borough placements.

This prospectus showcases the high quality provision that is now available across the borough, and illustrates the investment and commitment given by the Council and schools to improve the outcomes for all children and young people with special educational needs.

## **Nick Whitfield**

*Director of Education,  
Children's and  
Cultural Services*

## **Councillor Christine Percival**

*Strategic Cabinet Member  
for Education, Youth and  
Children's Services*





# Early years provision

Specialist provision for children under 5 in schools across the borough is described on individual school pages.

## Children's centres

Children's centres offer a range of services and inclusive activities for families. Individual children's centres offer more targeted services developed to respond to locally determined needs. For details of your local children's centre and services go to [www.richmond.gov.uk/childrens\\_centres](http://www.richmond.gov.uk/childrens_centres) or call the Family Information Service on 020 8831 6298.

## Early years childcare

The local authority works in partnership with local childminders and private, voluntary and independent nurseries to provide a range of inclusive childcare. For more details contact the Family Information Service 020 8831 6298.

## Early support

The Early Years Service offers support and funding to enable settings to be fully inclusive. Childminders, out of school clubs, nurseries in the maintained, private, voluntary and independent sector can apply for funding for resources, training and, in some cases, support through our Additional Needs Grant. Childminders or Special Educational Needs Coordinators from these settings need to apply for the funding using the form available on the website at [www.richmond.gov.uk/additional\\_needs\\_grant](http://www.richmond.gov.uk/additional_needs_grant). The allocation of funding is decided by the Additional Needs Grant Panel; dates for panel meetings are listed on the website.



# Christ's School Provision

## Designation: Specific learning difficulties

Age range: 11 to 16

Number of places: 6

## Aims and purpose of the provision

The aims and purpose of the provision are to:

- Provide children with specific learning difficulties specialist teaching targeted at the individual needs recorded in their statements
- Provide a structured, supportive environment where children can feel relaxed, safe and secure
- Provide a broad and balanced curriculum
- Enable children to be included in mainstream lessons and extra-curricular activities as much as possible

## Entry criteria

Christ's School provides an enhanced specialist teaching provision for six pupils, spread throughout Key Stage 3 and 4, who have a statement of special educational needs for specific learning difficulties.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

## The offer

All provisions offer specialist teaching and learning support. This provision also offers 1½ days per week speech and language therapy.

## Contact

Headteacher: **Mr R Burke**

Queen's Road, Richmond, TW10 6HW

Phone: **020 8940 6982**

Email: **info@christs.richmond.sch.uk**

*“ The school's provision for students with special educational needs and/or disabilities is a key strength...*

*Students with special educational needs and/or disabilities benefit from the excellent support they receive in and out of lessons from highly specialist staff. As a result, students with a wide range of needs make the same outstanding progress in lessons as their peers.”*

**Ofsted report**





## Specific learning difficulties



# Specific learning difficulties

## Contact

Headteacher: **Ms J Longhurst**

Richmond Road, Twickenham, TW1 3BB

Phone: **020 8891 0187**

Email: **info@orleanspark.richmond.sch.uk**



*“Pupils with statement of special educational needs receive very effective provision, fine-tuned to their requirements.”*

Ofsted report





# Orleans Park School Provision



## **Designation: Specific learning difficulties**

Age range: 11 to 16

Number of places: 6

## **Aims and purpose of the provision**

The aims and purpose of the provision are to:

- Provide children with specific learning difficulties specialist teaching and therapy targeted at the individual needs recorded in their statements
- Provide a structured, supportive environment where children can be happy, develop confidence and achieve their potential
- Provide a broad and balanced curriculum and, through the use of a wide range of teaching methods and styles, meet the needs of each learner
- Provide opportunities to develop independence and social skills
- Enable children to be included in mainstream lessons and extra-curricular activities as much as possible
- Work in partnership with parents and with all those involved in the education of the children

## **Entry criteria**

The provision is for pupils whose primary need is specific learning difficulties. The children are referred to the school by the Special Educational Needs Panel of the local authority and must have a statement of special educational needs. Occasionally a child may be admitted on an assessment basis in accordance with the Special Educational Needs Code of Practice.

## **The offer**

All provisions offer specialist teaching and learning support. The unit also has access to speech and language therapy for two days a week.



# Teddington School Provision

## Designation: Specific learning difficulties

Age range: 11 to 16

Number of places: 6

## Aims and purpose of the provision

The aims and purpose of the provision are to:

- Provide children with specific learning difficulties specialist teaching targeted at the individual needs recorded in their statements
- Provide a structured, supportive environment where children can feel relaxed, safe and secure
- Provide a broad and balanced curriculum
- Enable children to be included in mainstream lessons and extra-curricular activities as much as possible

## Entry criteria

Teddington School provides an enhanced specialist teaching provision for six pupils, spread throughout Key Stage 3 and 4, who have a statement of special educational needs for specific learning difficulties.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

## The offer

All provisions offer specialist teaching and learning support. This provision also offers 1½ days per week speech and language therapy.

*“Those students with specific learning difficulties, such as dyslexia, make the fastest progress, due to the support they receive.”*

**Ofsted report**





# Specific learning difficulties



## Contact

Headteacher: **Mr RT Weeks**

Broom Road, Teddington, TW11 9PJ

Phone: **020 8943 0033**

Email: **[info@teddingtonschool.org](mailto:info@teddingtonschool.org)**



## Severe and complex learning difficulties



### Contact

Headteacher: **Ms C Boyle**

Buckingham Road, Hampton, TW12 3LT

Phone: **020 8941 2548**

Email: **[info@buckingham.richmond.sch.uk](mailto:info@buckingham.richmond.sch.uk)**

*“ Good teaching in the special unit, including some examples of outstanding teaching, and the very favourable ratio of adults to pupils support these pupils’ good progress... The staff have a good understanding of these pupils’ learning and social needs and tailor teaching accordingly...*

*The pupils are well cared for and the curriculum provided is very appropriate for their particular needs.”*

Ofsted report



# Buckingham Primary School Provision

## **Designation: Severe and complex learning difficulties, including autistic spectrum disorders**

Age range: 4 to 7

Number of places: 8

### **Aims and purpose of the provision**

The aims and purpose of the provision are to:

- Provide children with a period of intensive specialist teaching targeted at the individual needs recorded in their statements
- Provide a structured, supportive environment where children can be happy, develop confidence and achieve their potential
- Provide a broad and balanced curriculum and, through the use of a wide range of teaching methods and styles, meet the needs of each learner
- Provide opportunities to develop independence and social skills
- Provide opportunities for inclusion into mainstream lessons and prepare pupils for full-time mainstream education whenever possible or appropriate
- Work in partnership with parents and with all those involved in the education of the children

### **Entry criteria**

All children must be from 'rising 5' to 7 years old. They must have a statement of special educational needs and severe learning difficulties. They may have associated behavioural difficulties and may be on the autistic spectrum.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

### **The offer**

All provisions offer specialist teaching and learning support. This provision also offers one day per week occupational therapy and two days per week speech and language therapy.



# The Russell School Provision

## Designation: Severe and complex learning difficulties, including autistic spectrum conditions

Age range: 4 to 7

Number of places: 5

### Aims and purpose of the provision

The aims and purpose of the provision are to:

- Provide children with intensive specialist teaching targeted at the individual needs recorded in their statements
- Provide a structured, supportive environment where children can be happy, develop confidence and achieve their potential
- Provide a broad and balanced curriculum and, through the use of a wide range of teaching methods and styles, meet the needs of each learner
- Provide opportunities to develop independence and social skills
- Provide opportunities for inclusion into mainstream and prepare pupils for full-time mainstream lessons education whenever possible
- Work in partnership with parents and with all those involved in the education of the children

### Entry criteria

All children must be from 'rising 5' to 7 years old. They must have a statement of special educational needs for severe and complex learning difficulties. They may have associated behavioural difficulties and may be on the autistic spectrum. Occasionally pupils may be placed on an assessment basis in accordance with the Special Educational Needs Code of Practice.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

### The offer

All provisions offer specialist teaching and learning support. This provision also offers a quarter of a day per week occupational therapy and half a day per week speech and language therapy.



*“Pupils with learning difficulties or disabilities and those with more specific needs who are attached to the Special Educational Needs Unit... make good progress towards their individual targets.”*

**Ofsted report**



### Contact

Headteacher: **Ms S Leir**

Petersham Road, Richmond, TW10 7AH

Phone: **020 8940 1446**

Email: **info@russell.richmond.sch.uk**



## Severe and complex learning difficulties





## Severe and complex learning difficulties



*“Students achieve well. They make particularly good progress in developing their communication skills. This increases their confidence and participation in a wide range of social, sporting and cultural events.*

*Teaching is good and includes examples of outstanding practice, particularly in the close monitoring of the small steps of progress students make.”*

**Ofsted report**



## **Designation: Severe or profound and multiple learning difficulties, including autistic spectrum conditions**

Age range: 7 to 19

Number of places: 50

### **Aims and purpose of the school**

Strathmore School is a day special school for learners aged 7-19 with severe, profound and multiple and complex learning difficulties. Many pupils have additional diagnosis of autistic spectrum disorders and/or additional physical, sensory and communication disabilities.

The school aims to ensure that learners receive all the support and challenge they need to achieve, within a safe and secure environment by working closely with colleagues from educational psychology, health and social care.

All pupils have a statement of special educational needs and individual learning programmes detailing what and how they learn, including input in school from speech and language, occupational, physio, music and play therapists and specialist counsellors. Pupils are supported by specialist approaches.

Learning is in small peer or needs-led groups and on a one-to-one basis. Classes are typically of 6-8 pupils with a teacher and at least three teaching assistants. We use the community as a learning resource and we have been developing inclusion links with local primary and secondary schools. Older students access local colleges and engage in work-related learning within school or on a community work experience placement. Students leave school with their learning accredited externally.

### **Entry criteria**

All pupils have a statement of special educational need for severe or profound and multiple learning difficulties and may, in addition, be on the autistic spectrum and/or have physical or sensory impairments.

Pupils may attend on a transition or assessment basis prior to coming full time.

### **The offer**

This provision offers specialist teaching and learning support, for example, PECS, TEACCH, Sensory Integration and Intensive Interaction, and speech and language, occupational and physiotherapy.



### **Contact**

Headteacher: **Mr I Pryce**

Meadlands Drive, Petersham,  
Richmond, TW10 7ED

Phone: **020 8948 0047**

Email: **info@strathmore.richmond.sch.uk**



## Designation: Autistic spectrum conditions (ASC)

Age range: 4 to 11

Number of places: 10

## Aims and purpose of the provision

The centre at St James's provides an environment where pupils who have an autistic spectrum condition are taught a curriculum appropriate to their needs, including the National Curriculum, and are supported in all areas of their learning. This is achieved by a curriculum that creates maximum opportunities for pupils to develop and practise key skills for learning, such as listening, attention, thinking skills and social communication skills including eye contact and turn-taking. Emphasis is placed on learning language with meaning and, most importantly, for the purposes of communication.

Provision is made for regular opportunities for pupils to participate within mainstream activities and classes to enhance their learning and to develop their social interaction. As part of a structured and predictable daily routine, the centre provides a multi-sensory curriculum, and teaching and learning strategies to support sensory needs, communication and interaction skills. Each pupil has an individual inclusion package appropriate to their learning needs in order to participate within mainstream sessions.

## Entry criteria

All pupils attending the centre have a statement of special educational need with ASC as the main presenting need. They may have associated language, behavioural and sensory difficulties. Pupils are admitted to the centre through the SEN Panel arrangements.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

## The offer

All provisions offer specialist teaching and learning support. This provision also offers one day per week occupational therapy and 2½ days per week speech and language therapy.

*“... There is good liaison with the staff of the George Tancred Centre and their expertise is harnessed to help train other staff and plan work, where this is appropriate. Consequently, all pupils in the school achieve equally well.”*

Ofsted report





# Autistic spectrum conditions



## Contact

Headteacher: **Ms C Webber**

Stanley Road, Twickenham, TW2 5NP

Phone: **020 8898 4670**

Email: **[info@st-james.richmond.sch.uk](mailto:info@st-james.richmond.sch.uk)**



# Autistic spectrum conditions



## Contact

Headteacher: **Ms M Stovold**

Windham Road, Richmond, TW9 2HP

Phone: **020 8831 6309**

Email: **[info@windham.richmond.sch.uk](mailto:info@windham.richmond.sch.uk)**





# Jigsaw Nursery Provision (Windham Nursery School)

“Children in the ‘Jigsaw’ unit make rapid and sustained progress from a wide range of starting points because their needs are exceptionally well met... Staff are highly skilled at maintaining small steps of progress rapidly. The partnership with parents and carers is strong, with parents and carers reinforcing children’s learning at home and being amazed at their children’s progress.”

Ofsted report



## **Designation: Social communication difficulties, including autistic spectrum conditions (ASC)**

Age range: 3 to 5

Number of places: 8

## **Aims and purposes of the provision**

The aims and purpose of the provision are to:

- Provide a communication-centred environment where pre-school children with social communication difficulties are supported in all areas of their learning. The curriculum aims to create the maximum opportunity for the children to develop key skills for learning, such as listening, attention, eye contact and turn-taking. Emphasis is on learning language with meaning and, most importantly, for the purposes of communication.
- Provide a structured and predictable routine to aid understanding and maximise learning.
- Work in partnership with parents and offer advice and support. This may be done in a variety of ways and settings such as before or after a session, in the child’s home or at the individual educational plan (IEP) meetings.

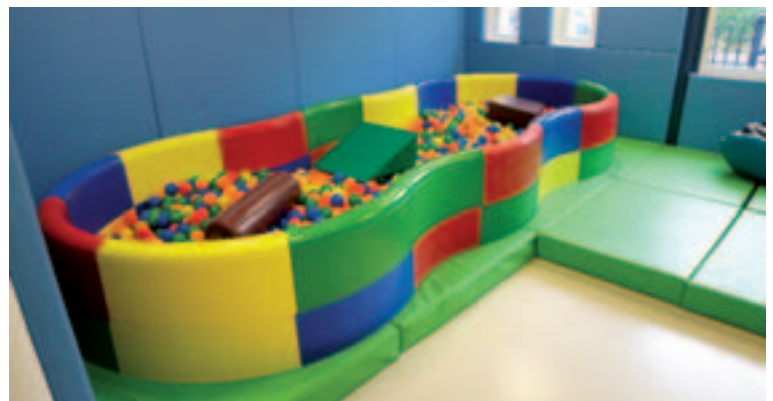
## **Entry criteria**

The provision caters for children who have social communication difficulties, including those with ASC. Applications to the provision are made through the Special Educational Needs Panel and must be supported by evidence from a speech and language therapist.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

## **The offer**

All provisions offer specialist teaching and learning support. This provision also offers half a day per week occupational therapy and three days per week speech and language therapy.



## Designation: Autistic spectrum conditions (ASC)

Age range: 11 to 16

Number of places: 20

### Aims and purpose of the centre

The Gateway Centre is a centre for students with autistic spectrum conditions. It is part of Clarendon School but situated beside Twickenham Academy. Students attending the centre are included in the mainstream opportunities offered by Twickenham Academy, participating in school life within a mainstream peer group. It provides an environment in which students who have an autistic spectrum condition are taught a curriculum appropriate to their needs, including the National Curriculum, and are offered the level of support they need to be successful. This is achieved by access to a curriculum that creates the maximum opportunity for students to develop and practise key skills for learning, such as listening, attention, thinking and social skills.

Emphasis is placed on developing independence and social skills, enabling students to take full advantage of opportunities to be included in the main school classes at Twickenham Academy. Typically, students access their academic education within mainstream school. The centre provides programmes and strategies to support the students' learning, communication and interaction skills so that they can access mainstream activities.

Students start the day at 8.00am to prepare for the day ahead, spending time addressing organisational issues and levels of sensory arousal. They also stay one hour after school for the supported homework club, so they can go home free from anxiety.

### Entry criteria

All students attending the centre have a statement of special needs with ASC as the main presenting need. They may have associated behavioural difficulties. Students are admitted to the centre through the local authority's Special Educational Needs Panel arrangements.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

### The offer

All provisions offer specialist teaching and learning support. This provision offers a quarter of a day occupational therapy and full-time speech and language therapy.

*“Pupils with a statement with special educational needs do well as a result of careful tracking and individual support.”*

Ofsted report





# Autistic spectrum conditions



## Contact

Head of Centre: **Ms S Bright**

Headteacher, Clarendon School: **Mr J Kipps**

Phone: **020 8979 1165**

Email: **[info@clarendon.richmond.sch.uk](mailto:info@clarendon.richmond.sch.uk)**



# Autistic spectrum conditions

## Contact

Headteacher: **Mr I Dickinson**

Strathmore Road, Teddington, TW11 8UH

Phone: **020 8977 4858**

Email: **info@stanley.richmond.sch.uk**

*“All pupils work well together and are clearly involved and engaged in their learning...”*

*All groups of pupils, including those with special educational needs and/or disabilities, achieve well.”*

Ofsted report





## **Designation: Autistic spectrum conditions**

Age range: 4 to 11

Number of places: 18

## **Aims and purpose of the provision**

The Stanley Primary School provision is for children who have a statement of special educational need and who require small group provision and a higher level of individual support than is available in a mainstream setting.

The provision will be run according to the principles of Applied Behaviour Analysis (ABA). This approach will identify specific areas of focus for each child and measure progress towards these targets. The ultimate aim of the provision is to give children intensive help so that they make sufficient progress to take up a place in mainstream education. We recognise, however, that some children will not wholly achieve this goal and they will continue to need special provision as they progress through the education system.

## **Entry criteria**

The provision is for children with autistic spectrum conditions who are able to follow a bespoke ABA programme within the provision, with the ultimate goal of being able to access mainstream education. The children are referred to us by the Special Educational Needs Panel and have a statement of special educational needs.

## **The offer**

All provisions offer specialist teaching and learning support. This provision also offers four days per week speech and language therapy.



# Waldegrave School Provision

## **Designation: Speech, language and communication needs (SLCN) or autistic spectrum conditions (ASC)**

Age range: 11 to 16, girls only

Number of places: 6

### **Aims and purpose of the provision**

The aims and purpose of the provision are to:

- Provide students with specialist teaching targeted at those with SLCN needs
- Provide a structured, supportive environment where students can feel secure, develop confidence and achieve their potential
- Provide a broad and balanced curriculum, using a wide range of teaching methods and styles, to meet the needs of named students
- Provide opportunities to develop independence and social skills
- Enable students to be included in mainstream lessons and extra-curricula activities wherever possible
- Work in partnership with parents and outside agencies

### **Entry criteria**

The provision is for students whose primary need is SLCN/ASC. The students are referred to the school by the Special Educational Needs Panel of the local authority and must have a statement of special educational needs. Occasionally a student may be admitted on an assessment basis in accordance with the Special Educational Needs Code of Practice.

This provision may offer an assessment placement for a student over a short period of time, which may lead to the student accessing the provision on a permanent basis.

### **The offer**

All provisions offer specialist teaching and learning support. This provision also offers 1½ days per week speech and language therapy.





# Speech, language and communication needs or autistic spectrum conditions



## Contact

Headteacher: **Ms P Nunn**

Fifth Cross Road, Twickenham, TW2 5LH

Phone: **020 8894 3244**

Email: **info@waldegrave.org.uk**

*“Students also make excellent progress as they move through the school. This judgement applies to all students including those from different ethnic groups and social backgrounds and those with learning difficulties.”*

Ofsted report



# Speech, language and communication needs or autistic spectrum conditions

## Contact

Headteacher: **Dr S Demont**

Hanworth Road, Hampton, TW12 3HB

Phone: **020 8979 3399**

Email: **info@hamptonacademy.org.uk**

*“ Students with a statement of special educational needs... made notably good progress.”*

Ofsted report





# Hampton Academy Provision

## **Designation: Speech, language and communication needs (SLCN) or autistic spectrum conditions (ASC)**

Age range: 11 to 16

Number of places: 6

### **Aims and purpose of the provision**

The aims and purpose of the provision are to:

- Provide students with specialist teaching targeted at those with SLCN needs
- Provide a structured, supportive environment where students can feel secure, develop confidence and achieve their potential
- Provide a broad and balanced curriculum, using a wide range of teaching methods and styles, to meet the needs of named students
- Provide opportunities to develop independence and social skills
- Enable students to be included in mainstream lessons and extra-curricular activities wherever possible
- Work in partnership with parents and outside agencies

### **Entry criteria**

The provision is for students whose primary need is SLCN/ASC. The students are referred to the school by the Special Educational Needs Panel of the local authority and must have a statement of special educational needs. Occasionally a student may be admitted on an assessment basis in accordance with the Special Educational Needs Code of Practice.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

### **The offer**

All provisions offer specialist teaching and learning support. This provision also offers 1½ days per week speech and language therapy.



# Richmond Park Academy Provision

## **Designation: Speech, language and communication needs (SLCN) or autistic spectrum conditions (ASC)**

Age range: 11 to 16

Number of places: 6

### **Aims and purpose of the provision**

The aims and purpose of the provision are to:

- Provide students with specialist teaching targeted at those with SLCN
- Provide a structured, supportive environment where students can feel secure, develop confidence and achieve their potential
- Provide a broad and balanced curriculum, using a wide range of teaching methods and styles, to meet the needs of named students
- Provide opportunities to develop independence and social skills
- Enable students to be included in mainstream lessons and extra-curricular activities wherever possible
- Work in partnership with parents and outside agencies

### **Entry criteria**

The provision is for students whose primary need is SLCN/ASC. The students are referred to the school by the Special Educational Needs Panel of the local authority and must have a statement of special educational needs. Occasionally a student may be admitted on an assessment basis in accordance with the Special Educational Needs Code of Practice.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

### **The offer**

All provisions offer specialist teaching and learning support. This provision also offers 1½ days per week speech and language therapy.

*“Disabled students, and those needing additional help, progress as well as others...”*

*Students also benefit from small-group teaching and in-class support from specialist teaching assistants.”*

**Ofsted report**





# Speech, language and communication needs or autistic spectrum conditions



## Contact

Headteacher: **Ms L Kirby**

Park Avenue, Sheen, SW14 8RG

Phone: **020 8876 8891**

Email: **[contactus@richmondparkacademy.org](mailto:contactus@richmondparkacademy.org)**



# Moderate and complex learning difficulties and autistic spectrum conditions

## Contact

Headteacher: **Mr J Kipps**

Hanworth Road, Hampton, TW12 3DH

Phone: **020 8979 1165**

Email: **info@clarendon.richmond.sch.uk**



“Clarendon is a good school. There are significant strengths in the first-rate care, guidance and support the school provides for pupils...

All pupils make good progress both academically and in their personal development.

A strength of the school's good curriculum is in the effective way teachers adapt learning to the needs of the individual pupils.”

Ofsted report





**Designation: Moderate and complex learning difficulties and autistic spectrum conditions**

Age range: 7 to 16

Number of places: 120

**Aims and purpose of the school**

Clarendon is a special day school for pupils aged 7 to 16 with moderate learning difficulties and autistic spectrum conditions. Twenty of these places are at the Gateway Centre, which is a specialist provision for students with autistic spectrum conditions located adjacent to Twickenham Academy.

**Entry criteria**

The borough's Special Educational Needs Panel, taking into account the child's statement of special educational needs, the SEN Code of Practice, parental preference and the views of the headteacher and governors, make decisions regarding the placement of pupils to Clarendon. The school caters for pupils who have moderate to severe learning difficulties including those with associated behavioural, social and emotional difficulties and those with an autistic spectrum disorder.

The school can offer assessment placements for children over a short period of time. This may lead to the pupil accessing the school on a permanent basis.

**The offer**

All provisions offer specialist teaching and learning support. Clarendon School also offers half a day per week occupational therapy, physiotherapy as required and full time speech and language therapy.



# Darell Primary School Provision

## Designation: Moderate and severe learning difficulties

Age range: 4 to 7

Number of places: 8

## Aims and purpose of the provision

The aims and purpose of the provision are to:

- Provide children with moderate and severe learning difficulties specialist teaching targeted at the individual needs recorded in their statements
- Provide a structured, supportive environment where children can be happy, develop confidence and achieve their potential
- Provide a broad and balanced curriculum and, through the use of a wide range of teaching methods and styles, to meet the needs of each learner
- Provide opportunities to develop independence and social skills
- Provide opportunities for inclusion into mainstream and prepare pupils for full-time mainstream lessons whenever possible
- Work in partnership with parents and with all those involved in the education of the children

## Entry criteria

The provision is for children with moderate learning difficulties who may also have other associated difficulties. The children need to be able to manage being in a provision within a mainstream setting. The children are referred to us by the Special Educational Needs Panel of the local authority and must have a statement of special educational needs. Occasionally a child may be admitted on an assessment basis in accordance with the Special Educational Needs Code of Practice.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

## The offer

All provisions offer specialist teaching and learning support. This provision also offers a quarter of a day per week occupational therapy and two days per week speech and language therapy.



*“The school cares for pupils effectively and looks after vulnerable children particularly well.”*

Ofsted report





# Moderate and severe learning difficulties



## Contact

Headteacher: **Ms L Whateley**

Darell Road, Richmond, TW9 4LQ

Phone: **020 8876 6721**

Email: **[info@darell.richmond.sch.uk](mailto:info@darell.richmond.sch.uk)**





# Speech, language and communication needs

## Contact

Headteacher: **Ms B Underwood**

Cobbett Road, Twickenham, TW2 6EN

Phone: **020 8894 4074**

Email: **info@heathfield-inf.richmond.sch.uk**



*“Pupils experiencing difficulties, those with special educational needs and/or disabilities get considerable support enabling them to make good progress.”*

**Ofsted report**



# Heathfield Infant and Nursery School Provision



## **Designation: Speech, language and communication needs**

Age range: 4 to 7

Number of places: 10

## **Aims and purpose of the provision**

The aims and purpose of the provision are to:

- Give pupils access to the Early Years Foundation Stage curriculum and the National Curriculum, including the literacy and numeracy frameworks where appropriate
- Provide pupils with opportunities to work alone, with a partner, in small groups and in larger groups, leading to whole class integration
- Give pupils opportunities to make choices, develop independence and to feel safe in a risk-taking environment
- Enable pupils to develop language and communication skills in social situations
- Give pupils opportunities to link language with real life experiences
- Enable pupils to relate positively to other children and adults during social activities
- Sensitively support pupils to enable them to return to mainstream education

## **Entry criteria**

Children will have a statement of special educational needs. The unit caters for children who have communication and interaction difficulties in the area of speech, language and communication, including social communication.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

## **The offer**

All provisions offer specialist teaching and learning support. This provision also offers 2½ days per week speech and language therapy.



# Heathfield Junior School Provision

## Designation: Speech, language and communication needs

Age range: 7 to 11

Number of places: 10

### Aims and purpose of the provision

The aims and purpose of the provision are to:

- Provide children with a period of intensive specialist teaching targeted at the individual needs recorded in their statements
- Provide a structured, supportive environment where children can be happy, develop confidence and achieve their potential
- Provide a broad and balanced curriculum and, through the use of a wide range of teaching methods and styles, meet the needs of each learner
- Provide opportunities to develop independence and social skills
- Provide opportunities for inclusion into mainstream and prepare pupils for full-time mainstream lessons whenever possible

Pupils remain registered with their 'home' school and have part-time placement according to need. The provision works with pupils so they can return to their 'home' school full-time if appropriate.

As the children spend only part of the week in the unit, the curriculum offered focuses on the individual needs set out in their statements. There is a balance between group and individual work. The programmes are designed to encourage language development and communication, and to offer intensive help with basic literacy and numeracy skills. In addition, there is an exploration of strategies into all areas of the child's difficulties. This will help them cope better in mainstream lessons and begin to achieve some degree of independence in learning and social situations, for example memory, listening and attention, and social communication.

### Entry criteria

The unit caters for children who have a statement and who have communication and interaction difficulties in the area of speech, language and communication, including social communication, and associated behavioural difficulties.

Pupils are referred to the school by the Special Educational Needs Panel of the local authority and must have a statement of special educational need.

### The offer

All provisions offer specialist teaching and learning support. This provision also offers 2½ days per week speech and language therapy.

*“Carefully planned provision for pupils with a wide variety of additional needs, including those in the speech and language unit, addresses their needs effectively, as seen in a one-to-one session in the unit where a pupil was sensitively supported in reading aloud and answering questions about the text.”*

Ofsted report





# Speech, language and communication needs



## Contact

Headteacher: **Mr P Clayton**

Cobbett Road, Twickenham, TW2 6EN

Phone: **020 8894 3525**

Email: **[info@heathfield-jun.richmond.sch.uk](mailto:info@heathfield-jun.richmond.sch.uk)**



# Speech, language and communication needs

## Contact

Headteacher: **Mr S Campbell**

Richmond Road, Twickenham, TW1 3BA

Phone: **020 8892 7849**

Email: **info@st-marys.richmond.sch.uk**



*“Outcomes for individuals and groups of pupils: those with special educational needs and/or disabilities, thoroughly enjoy their learning and make excellent progress...”*

*The special education units for pupils with language and other needs provide sensitive and professional support, integrating these pupils into the school community wherever possible.”*

**Ofsted report**





## **Designation: Speech, language and communication needs, including social communication difficulties**

Age range: 4 to 11

Number of places: 10

### **Aims and purpose of the provision**

The unit at St Mary's supports children with difficulties in the areas of communication and interaction. They may have speech and language delay, impairments and disorders (including those associated with hearing impairment). The objective is to help them acquire the necessary skills to become independent learners and access the broader curriculum within a mainstream class, given appropriate support.

### **Entry criteria**

The unit caters for children who have communication and interaction difficulties in the area of speech, language and communication, including social communication, and associated behavioural difficulties.

The unit admits children that already have a statement of special educational needs and have been referred by the Special Educational Needs Panel.

### **The offer**

All provisions offer specialist teaching and learning support. This provision also offers a quarter of a day per week occupational therapy and 2½ days per week speech and language therapy.



# Grey Court School Provision

## **Designation: Speech, language and communication needs, including social communication difficulties**

Age range: 11 to 16

Number of places: 8

### **Aims and purpose of the provision**

The provision at Grey Court supports children with difficulties in the areas of communication and interaction. They may have speech and language delay, impairments and disorders (including those associated with hearing impairment). The objective is to help them acquire the necessary skills to become independent learners and access the broader curriculum within a mainstream class, given appropriate support.

### **Entry criteria**

The unit caters for children who have communication and interaction difficulties in the area of speech, language and communication, including social communication, and associated behavioural difficulties.

The unit admits children that already have a statement of special educational needs and have been referred by the Special Educational Needs Panel.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

### **The offer**

All provisions offer specialist teaching and learning support. This provision also offers full-time speech and language therapy.



### **Contact**

Headteacher: **Ms M Bailey**

Ham Street, Ham, TW10 7HN

Phone: **020 8948 1173**

Email: **[info@greycourt.richmond.sch.uk](mailto:info@greycourt.richmond.sch.uk)**



## Speech, language and communication needs

“ Those with special educational needs and/or disabilities make similar progress to peers. Among this group, the students who receive assistance that goes beyond action by the school are making good progress because of the quality of targeted support...

Students are well cared for, particularly those who are most vulnerable and those with special educational needs and/or disabilities.”

Ofsted report



# Behavioural, emotional and social development

## Contact

Headteacher: **Ms H Colbert**

Upper Richmond Road West, London, SW14 8ED

Phone: **020 8876 7484**

Email: **[info@eastsheen.richmond.sch.uk](mailto:info@eastsheen.richmond.sch.uk)**





# East Sheen Primary School Provision

“Achievement is outstanding... Pupils with learning difficulties and/or disabilities make tremendous gains and are given all the support they need to realise their full potential.”

Ofsted report

## Designation: Behavioural, emotional and social development (BESD)

Age range: 7 to 11

Number of places: 3

### Aims and purpose of the provision

The aims and purpose of the provision are to:

- Provide a structured, supportive environment where children can be happy, develop confidence and achieve their potential
- Provide a broad and balanced curriculum through the use of a wide range of teaching methods and styles
- Provide opportunities to develop independence and social skills
- Provide opportunities for withdrawal from mainstream lessons for small group work, whenever appropriate, and to deliver individual programmes as necessary and in accordance with the child's statement of special educational needs
- Prepare pupils for full-time mainstream education whenever possible
- Work in partnership with parents and with all those involved in the education of the children

### Entry criteria

All children must be between the ages of 7 and 11. They must have a statement of special educational needs for BESD. Occasionally pupils may be placed on an assessment basis in accordance with the Special Educational Needs Code of Practice. The school will not normally admit more than one child to the provision in any one year group.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

### The offer

All provisions offer specialist teaching and learning support. This provision also offers three days per week occupational therapy and half a day per week speech and language therapy.



# Hampton Hill Junior School Provision

## **Designation: Behavioural, emotional and social development (BESD)**

Age range: 7 to 11

Number of places: 3

### **Aims and purpose of the provision**

The aims and purpose of the provision are to:

- Provide a structured, supportive environment where children can be happy, develop confidence and achieve their potential
- Provide a broad and balanced curriculum through the use of a wide range of teaching methods and styles
- Provide opportunities to develop independence and social skills
- Provide opportunities for withdrawal from mainstream lessons for small group work and to deliver individual and specialist programmes as necessary which are targeted at the individual needs recorded on their statements
- Prepare pupils for full-time mainstream education whenever possible
- Work in partnership with parents and with all those involved in the education of the children

### **Entry criteria**

All children must be between the ages of 7 and 11. They must have a statement of special educational needs for BESD. Exceptionally, pupils may be placed on an assessment basis in accordance with the Special Educational Needs Code of Practice. There would be no more than one child admitted to the provision in a particular year group, except in exceptional circumstances and in negotiation with the school.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

### **The offer**

All provisions offer specialist teaching and learning support. This provision also offers three days per week occupational therapy and half a day per week speech and language therapy.





# Behavioural, emotional and social development



## Contact

Headteacher: **Mr W Jerman**

St James's Avenue, Hampton Hill, TW12 1HW

Phone: **020 8979 3019**

Email: **info@hamptonhill.richmond.sch.uk**



*“Because this is a highly inclusive school, no pupils are disadvantaged, and all pupils, including those with special educational needs and/or disabilities, make similar rates of progress.”*

Ofsted report

# Behavioural, emotional and social development



## Contact

Headteacher: **Ms P Cox**

Carrington Road, Richmond, TW10 5AA

Phone: **020 8940 2730**

Email: **[info@holytrinity.richmond.sch.uk](mailto:info@holytrinity.richmond.sch.uk)**





# Holy Trinity CE Primary School Provision

“Where pupils have learning difficulties and/or disabilities, they are quickly identified and provided with support which is carefully planned...”

*Pupils with wide-ranging learning needs and/or disabilities are given every opportunity to succeed and the school goes to great lengths to provide additional support where it is needed. As a result, pupils who have found it difficult to cope elsewhere make great gains in their learning and development.”*

Ofsted report

## **Designation: Behavioural, emotional and social development (BESD)**

Age range: 7 to 11

Number of places: 3

## **Aims and purpose of the provision**

The aims and purpose of the provision are to:

- Provide children with intensive specialist teaching targeted at the individual needs recorded in their statements
- Provide a structured, supportive environment where children can be happy, develop confidence and achieve their potential
- Provide a broad and balanced curriculum through the use of a wide range of teaching methods and styles
- Provide opportunities to develop independence and social skills
- Provide opportunities for withdrawal from mainstream lessons for small group work and to deliver individual programmes as necessary
- Prepare pupils for full-time mainstream education whenever possible
- Work in partnership with parents and with all those involved in the education of the children

## **Entry criteria**

All children must be between the ages of 7 and 11. They must have a statement of special educational needs for BESD. Occasionally pupils may be placed on an assessment basis in accordance with the Special Educational Needs Code of Practice. The school will not normally admit more than one child to the provision in any one year group.

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

## **The offer**

All provisions offer specialist teaching and learning support. This provision also offers three days per week occupational therapy and half a day per week speech and language therapy.



# Newhouse Centre

**Designation: Service for secondary age pupils with behavioural, emotional and social development (BESD) needs. Students attending the Newhouse Centre remain on the roll of a mainstream school.**

Age range: 11 to 16

Number of places: 20

## **Aims and purpose of the centre**

The Newhouse Centre is part of a broader service for secondary age pupils with behavioural, emotional and social development needs. Students attending the Newhouse Centre remain on the roll of a mainstream school but require a longer term special provision. It aims to:

- Meet the needs of pupils with statements whose main presenting need is BESD
- Meet the full-time needs of pupils with behavioural difficulties without statements who have received a second permanent exclusion, or exceptionally a first permanent exclusion
- In collaboration with the pupil's mainstream school, provide a broad and balanced curriculum, enabling access to full entitlement to the National Curriculum where appropriate
- Where appropriate, encourage and prepare pupils to return to full mainstream learning
- Provide those pupils who will finish their education at the Newhouse Centre with individualised learning programmes that maximise their potential for achievement and prepare them for life post-16

## **Entry criteria (pupils always remain on the roll of a mainstream school)**

- Pupils with a BESD statement of special educational needs naming their mainstream school with access to the service, depending on their level of need
- Pupils on the verge of a second permanent exclusion following referral to the multi-agency team
- Exceptionally, pupils who have been permanently excluded once

This provision offers assessment placements for children over a short period of time. This may lead to the pupil accessing the provision on a permanent basis.

## **The offer**

All provisions offer specialist teaching and learning support. This provision offers one day per week speech and language therapy.





# Behavioural, emotional and social development

## Contact

Head of centre: **Mrs G Herage**

Buckingham Road, Hampton, TW12 3LT

Phone: **020 8941 2623**

Email: **[newhousecentre@richmond.gov.uk](mailto:newhousecentre@richmond.gov.uk)**



# Contact

Albanian	Nese keni veshtersi per te kuptuar kete botim, ju lutemi e jani ne recepcionin ne adresen e shenuar me poshte ku ne mund te organizojme perkthime nepermjet telefonit.
Arabic	إذا كانت لديك صعوبة في فهم هذا المنشور، فنرجو زيارة الإستقبال في العنوان المعطى أدناه حيث بإمكاننا أن نرتب لخدمة ترجمة شفوية هاتفية.
Bengali	এই প্রকাশনার অর্থ বুঝতে পারায় যদি আপনার কোন সমস্যা হয়, মিত্রে সেখানে রিকমন্ড রিসেপশন-এ চলে আসুন যেখানে আমরা আপনাকে টেলিফোনে সোভারীর সেবা প্রদানের ব্যবস্থা করতে পারবো।
Farsi	اگر در فهمیدن این نشریه مشکلی دارید لطفاً به میز پذیرش در آدرس فوق شنده در زیر مراجعه نمایید تا ترتیب ترجمه تلفنی برایتان فراهم آورده شود:
Gujarati	જો તમને આ પુસ્તિકાની વિગતો સમજવામાં મુશ્કેલી પડતી હોય તો, કૃપયા નીચે જણાવેલ સ્થળના રિસેપ્શન પર આવો, જ્યાં અમે ટેલિફોન પર ગુજરાતીમાં ઇન્ટરપ્રિટિંગ સેવાની ગોઠવણ કરી આપીશું.
Polish	Jeżeli masz trudności ze zrozumieniem tej publikacji, proszę pójść do recepcji (adres jest podany poniżej), gdzie możemy zorganizować tłumaczenie przez telefon.
Punjabi	ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਸ ਪਰਚੇ ਨੂੰ ਸਮਝਣ ਵਿਚ ਮੁਸ਼ਕਲ ਪੈਸ਼ ਆਉਂਦੀ ਹੈ ਤਾਂ ਹੇਠਾਂ ਦਿੱਤੇ ਗਏ ਪਤੇ ਉੱਪਰ ਰਿਸੈਪਸ਼ਨ 'ਤੇ ਆਓ ਜਿੱਥੇ ਅਸੀਂ ਟੈਲੀਫੋਨ ਤੇ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਇੰਟਰਪ੍ਰੀਟਰ ਦਾ ਪ੍ਰਬੰਧ ਕਰ ਸਕਦੇ ਹਾਂ।
Urdu	اگر آپ کو اس اشاعت کو سمجھنے میں کوئی مشکل ہے، تو براہ کرم میز پذیرش کے ساتھ ملے جلے ایڈریس کے ساتھ ملے جلے پتے پر جا کر ملنے اور ہم آپ کیلئے تلفیون کے ذریعے ہنگامہ سروس (تلفیون پر ترجماتی کی سروس) کا اہتمام کر سکتے ہیں۔

Please contact us if you need this brochure in Braille, large print, on audio tape or in another language. Phone: 08456 122 660 or Minicom: 020 8831 6001.

Education, Children's and Cultural Services  
Civic Centre, 44 York Street, Twickenham, TW1 3BZ

[www.richmond.gov.uk](http://www.richmond.gov.uk)

