

A group of primary school children are running an obstacle course on a paved area. In the foreground, a girl with dark hair in pigtails is running towards the camera with a joyful expression, her arms outstretched. She is wearing a white t-shirt and black shorts. Behind her, another child with curly hair is also running, wearing a bright green vest over a white t-shirt. Several other children are visible in the background, some wearing green vests and others in white t-shirts. They are all running past yellow cones that are part of the course. The background shows a row of stone buildings with large windows and a chimney, suggesting a school setting.

Directory for Primary Aged Pupil Support September 2025



achieving
for children

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Introduction



I am pleased to share with you a directory of relevant Achieving for Children (AfC) services and personnel, which is intended to enhance communication between staff in school with specific inclusion roles and AfC colleagues.

The directory also provides information on the 'enrichment' services and external organisations that are available for primary schools to support more vulnerable learners.

This is a live document which will be updated regularly, and AfC will endeavour to update the booklet when we are notified of leavers, amendments or changes.

If school colleagues are aware of additional services not listed here, please let me know so that these may be added in the future.

I hope you find the booklet a useful resource.

Sheldon Snashall, Associate Director, Pupil Support
Achieving for Children

E: sheldon.snashall@achievingforchildren.org.uk

T: 07849 306815

Achieving for Children (AfC) services and contacts

All email addresses are first name and surname followed by @achievingforchildren.org.uk unless indicated: first.surname@achievingforchildren.org.uk

Useful website addresses are shown at the end of this brochure.

Education Services - Management Team

Senior Management	
Charis Penfold	Director of Education Services
Andy Platt	Associate Director, School Standards and Performance
Henry Kilpin	Associate Director, School Place Commissioning (including Admissions)
Sheldon Snashall	Associate Director, Pupil Support
Chike Nnalue	Associate Director, Special Educational Needs
Jo Steer	Associate Director, Emotional Health Services
Sarah Lambe	Head of Educational Psychology Service

Education Services

Admissions
kingston.admissions@achievingforchildren.org.uk
richmond.admissions@achievingforchildren.org.uk
Exclusions and Re-integration
Adrian Bannister: Exclusions and Reintegration officer
Business Support, Education and School Improvement
Natasha Carby: Education Business Support Manager

Education Inclusion Support Service

Shirley Johnson: Head of Education Inclusion Support Service
Gemma Hull: Deputy Head of Education inclusion Support Service

Educational Psychology Service

Sarah Lambe: Head of Educational Psychology Service
E: educational.psychology@achievingforchildren.org.uk Kingston: 020 8547 6698 Richmond: 020 8487 5464

Education Welfare Service

Diana Percival: Head of Education Welfare Service
Claire Small: Deputy Head of Education Welfare Service
E: ews@achievingforchildren.org.uk

Special Educational Needs and Disability Service

Chike Nnalue: Associate Director for SEND
Head of SEND Service - Catherine Marks
SEND Team, Guildhall 2, Kingston KT1 1EU T: 020 8547 5872 E: senteam@achievingforchildren.org.uk

SEND Education Transport

John Wood, Interim Associate Director of Education Support Services
SEND Transport E: sen_transport@achievingforchildren.org.uk (please note the email address is Sen_transport@.....)

Emotional Health Service

Jo Steer: Associate Director Emotional Health Service and Consultant Clinical Psychologist Jenny Downie: Head of Emotional Health Service
Kingston T: 020 8547 6269 staffed from 9am to 5pm, Monday to Friday E: ehssupport@achievingforchildren.org.uk
Richmond T: 020 8487 5470 staffed from 9am to 5pm, Monday to Friday E: ehssupport@achievingforchildren.org.uk
Out of hours in an emergency families are directed to the South West London & St George's NHS Trust Mental Health Support Line on 0800 028 8000 (open 24 hours)

Advisory and outreach services for autism or SLCN

Hannah Webber: Head of Advisory and Outreach Services for Autism or SLCN hannah.webber@achievingforchildren.org.uk

Educational Service for Sensory Impairments (ESSI)

Anna Newson: Head of Service - anna.newson@achievingforchildren.org.uk

Children's Services Social Care - Management Team

Alison Twynam: Director for Children's Social Care
Suzanne Parrott: Executive Headteacher, AfC Virtual School and College, Assistant Director Education Standards in Care
Associate Director for Community Services and Partnerships: Sarah Reid
Associate Director for Early Help: Cassey Spratt
Associate Director for Multi-Agency Safeguarding: Nikki Coppin
Associate Director for Adolescent and Specialist Services: Roberta Evans
Associate Director for Corporate Parenting: Yvette Lima
Associate Director for Practice Development: Georgina Andrews

Children's Services Social Care

Referral and Assessment: Kingston E: kingstoncluster-referralandassessmentteam@achievingforchildren.org.uk
Referral and Assessment: Richmond T: 020 8891 7669 duty
Safeguarding: Kingston E: kingstoncluster-safeguarding@achievingforchildren.org.uk
Safeguarding: Richmond T: 020 8891 7380 duty
Children Looked After T: 020 8547 6904 duty
Fostering T: 020 8547 6042 duty
Special Guardianship and HOPE Project T: 020 8547 4620 duty
Leaving Care and UASC E: rbk-leaving-care-uasc@achievingforchildren.org.uk Duty is 9am to 5pm Monday to Friday and then EDT out of hours please Kingston T: 020 8547 6901 Richmond T: 020 8831 6160

Early Help

Early Help: Kingston T: 07864 612193 duty	
E: kingston-early-help-team@achievingforchildren.org.uk	
Early Help: Richmond	
E: richmond-early-help-team@achievingforchildren.org.uk	
Strengthening Families Plus Team	
E: strengtheningfamiliesplusteam@achievingforchildren.org.uk	

Single Point of Access (SPA) - Kingston and Richmond

Safeguarding and child protection

If you suspect that a child is in danger of harm, then please phone us or complete the [online referral form](#). Use this form to tell us about a child, young person, parent or carer who requires support in the boroughs of Kingston and Richmond. You may be concerned about the child's developmental needs, issues that the parent or carer is experiencing, or you suspect a child is being neglected or subjected to physical, sexual, or emotional abuse.

Single Point of Access	020 8547 5008
(out of hours)	020 8770 5000

Local Authority Designated Officer (LADO)

Head of LADO – Lorissa Webber	
LADO – Jackie Alsop	
LADO contacts and Referral Officer – Julie Fisher	
T: 020 8891 7370 M: 07774 332675	
E: lado@achievingforchildren.org.uk	

Every local authority has a statutory responsibility to have a designated officer (LADO) who is responsible for co-ordinating the response if an allegation is made against staff or volunteers who work with children. Most allegations against staff or volunteers relate to their behaviour in the work place. However, some concerns may relate to their personal life or the care of their own children.

The LADO process works to the following legislation and statutory guidance, Children Act, Child Care Act, Working Together to Safeguard Children 2018, London Child protection Procedures (Sec. 7) Keeping Children Safe in Education 2020.

In Achieving for Children there is a LADO service which provides this role and support, across Kingston and Richmond.

Enrichment Services: Internal



AfC Virtual School

AfC Virtual School is a statutory service to support the education of children looked after, previously looked after and care leavers. In September 2021 the Department for Education extended the responsibility of virtual schools to include children in need and on a child protection plan. The Virtual School Headteacher is the designated officer, in any local authority, with responsibility for the education of children with a social worker.

AfC Virtual School works across Kingston, Richmond, and Windsor and Maidenhead.

Who are we?

AfC Virtual School Team

 Suzanne Perrett Executive Headteacher Richmond, Kingston & RSWM	 Francis Markall Deputy Headteacher Richmond	 Clare Forley Assistant Headteacher Kingston	 Sarah Shah Assistant Headteacher RSWM	 Michael Guard Assistant Headteacher Virtual College	 Ruth Genterien Assistant Headteacher Extended Duties	 Teri Juttis School Business Manager Richmond, Kingston & RSWM
 Dr Sara Prentiss Senior Educational Psychologist	 Dr Kim O'Connor Educational Psychologist	 Dr Jennifer Mead Educational Psychologist	 Dr Sylvia Rajas Educational Psychologist	 Dr Laura Gooding Educational Psychologist	 Dr Emma Dyer Previously Looked After Children	
 Marc Hack Davies Data Manager	 Affan Malik AfC Virtual School & Transition Hub Business Support Assistant	 Tavana Young-Thomas Business Support Assistant	 Joanna Wiaterni Teacher, Extended Duties	 Monique Harvey Careers Advisor		

 Eileen Galois Outreach Learning Mentor Rout 26	 Job Powell Outreach Learning Mentor Richmond & Kingston	 Karen Summers-Jones Outreach Learning Mentor RSWM		
 Lauren Allen AfC Transition Hub Lead Teacher	 Vanessa Smith AfC Transition Hub Senior Outreach Learning Mentor	 Susan Cambridge AfC Transition Hub Outreach Learning Mentor	 CURRENTLY VACANT AfC Transition Hub Outreach Learning Mentor	 Dr Amanda Oaulroger Educational Psychologist

AfC Virtual School, 21 Queens Road, Twickenham, TW1 4EU. Tel: 0206 833 6037

What do we do?

AfC Virtual School is located within the local authority, in the social care directorate, but has very close ties with colleagues in education. All schools nationally are required to appoint a designated teacher to champion looked after children and support their needs. In addition, all school governing boards are required to nominate a lead for looked after and previously looked after children to work with the designated teacher and monitor progress for this vulnerable group.

As a virtual school our children are placed in schools in and out of borough, however, we monitor their progress, attendance, exclusions and interventions very much like a mainstream school.

All looked after children must have a termly personal education plan (PEP) as part of their care plan and virtual schools manage this system across schools and colleges. AfC Virtual School sees a personal education plan as the window to a provision and an opportunity to collaboratively drive forward pupil progress and wellbeing support.

AfC Virtual School, working with partners in social care, SEND and school admissions, is responsible for timely transition of looked after children to school and college. Looked after children have priority admissions, regardless of whether a school year group is full. Research demonstrates that looked after children thrive in good and outstanding schools and colleges and these are the schools we select for our children. Stability is also very important, so if a young person comes into care in a 'requires improvement' school, we will not automatically relocate them, but rather work with the school and put in place a risk assessment.

Along with all virtual schools, we receive Pupil Premium Plus funding directly from the Department for Education. The headteacher is responsible for managing this grant and we choose to delegate a portion directly to our partner schools and designated teachers are able to request further funding should it be needed. Pupil Premium Plus is for additionality to support academic progress. There are conditions of use around how the funding should be spent, impact must be monitored and funding decisions are expected to be evidence based.

A portion of the Pupil Premium Funding is retained to support strategic interventions which include safeguarding initiatives such as attendance and exclusion daily monitoring, one-to-one tuition, literature parcels sent home to carers and equine therapy to increase self-esteem. We supplement AfC Virtual School staffing using the Pupil Premium budget, for example, we invest in educational psychologists to provide schools with dedicated support for looked after children's learning and behaviour needs and outreach workers to assist with a range of needs for example, mentoring pupils through school avoidance.

AfC Virtual School provides training to schools, carers, social workers, IROs and other partners to ensure barriers to education progress for these groups are known and collaboratively addressed. Research demonstrates the importance of school stability and to this end we are working with colleagues within our local authorities and beyond to reduce school moves.

One of our key initiatives which we started in Autumn 2020 is the Attachment Aware Schools Award (AASA). In October 2022 we launched our third cohort and have now worked with around 120 schools in total. The AASA involves partnership working with Educational Psychology Services in all our three boroughs to offer a programme of whole school training, coaching, attachment audits and change projects. The programme advocates trauma informed practice and teaches skills in emotion coaching with a view to improved behaviour, learning outcomes and wellbeing.

Activities within the Extended Duties of AfC Virtual School include AfC Transition Hub, the AASA award, training of social workers, supporting schools and attendance/exclusion data collection and distribution.

[Website](#)

AfC Virtual School T: 020 8831 6037

Deputy Headteacher and lead for Richmond cohort (3 to 16 years old):
Francis Markall – francis.markall@achievingforchildren.org.uk

Assistant Headteacher and lead for Kingston cohort (3 to 18 years old):
Clare Farley - clare.farley@achievingforchildren.org.uk

Executive Headteacher and Associate Director, Education Standards in Care:
Suzanne Parrott: Suzanne.parrott@achievingforchildren.org.uk

School Business Manager
Tav Juttla: tav.juttla@achievingforchildren.org.uk

Assistant Headteacher i.c of Extended Duties

Ruth Gusterson: ruth.gusterson@achievingforchildren.org.uk

AfC Virtual College

In 2020 we opened AfC Virtual College. Key developments have been an in depth analysis of students who are not accessing education, employment and training and with a significant improvement in figures in this area.

AfC Virtual College provides training to college staff and transition support for our care leavers with a view to increasing access to apprenticeships and transition to university. Initiatives include our partnership with Kingston University offering coaching to care leavers.

In Autumn 2022 we have been selected to be part of the Department for Education 16+ Pupil Premium pilot. We chair the Care Leaver Executive Boards in Operational Area 1 and 2 in collaboration with education and business partners working towards an Attachment Aware Community. In collaboration with Wandsworth local authority we have devised the Care Leaver Recruitment Scheme with a view to extending work related opportunities in the 'family firm'.

We work closely with the 14-25 team, social worker teams, SEND and fostering.

Assistant Headteacher and lead for AfC Virtual College (18 to 25 cohort with transition support in Key Stage 5 - Michael Guard: michael.guard@achievingforchildren.org.uk

Previously looked after children

In 2018, virtual schools were required to offer advice and support to previously looked after children. This is offered through phone call guidance, school visits, training and literature to raise awareness. All designated teachers are provided with access to the Adopter Hub which has a wide range of resources to support parents of previously looked after children.

Those looking for further assistance may like to access our dedicated website for this cohort.

[Website](#)

Teacher in charge of support for Previously Looked After Children:

Dr Emma Dyer - emma.dyer@achievingforchildren.org.uk

Transition Hub

We are currently working with St Mary's University and Barnet Virtual School on a feasibility study financed by the Youth Endowment Foundation. We provide support to those new into care in Years 7 to 10 in order to promote stability of education and improved life outcomes. Access to the Transition Hub is via area leads for Kingston, Richmond, and Windsor and Maidenhead.

[Website](#)

Education Inclusion Support Service (EISS) in Kingston and Richmond

The Education Inclusion Support Service offers consultancy on all aspects of inclusion including behaviour management approaches and school policies. The service supports schools in developing sustainable inclusion strategies and practices, as well as offering advice and guidance about children with special educational needs (SEN) including those with challenging behaviour and social and emotional difficulties which impact on behaviour for learning. The service recommends a strengths based system when working with children, offering a solution focused approach where appropriate.

The service can also support effective multi-agency work around vulnerable children, those at risk of hospitalisation due to mental health difficulties and also holds statutory responsibility for those primary-aged children who are too unwell to attend school and thus receive medical tuition.

The EISS helps to build capacity in our schools to better manage children and young people with social and emotional difficulties which can present as challenging behaviour. We offer a multi-tiered approach to clear designated pathways which are accessed via direct referral

from schools. The EISS follows the six principles of nurture, whilst also recognising that many children and young people lack consistency and boundaries in their lives and that nurture needs to sit within a behaviour framework that is clear, understandable and consistent for both adults and children.

The EISS model of support is illustrated below using a system of waves with each 'wave' representing a different level of intervention with corresponding options for each stage.

Follow the link for more information: [EISS waves](#).

Referrals are made by schools and are heard at the Early Advice and Intervention Panel (EAIP) each week. Response times are rapid and schools can expect contact from the EISS within 48 hours of the referral being accepted.

The Bridge - primary alternative provision

The Education Inclusion Support Service (EISS) offers a multi-tiered approach to social, emotional and behaviour support aimed at preventing the need for exclusion through early intervention and specialist support. The Bridge is part of this tiered approach.

The programme uses nurture principles alongside a clear and consistent behaviour framework, providing a positive impact on social and emotional learning, wellbeing and behaviour. Individual plans are agreed with referring schools and specific target areas are identified which enable the child to work intensively towards specific goals. The Bridge specialist behaviour support team works closely with the referring schools and other agencies to ensure that a team around the child approach is used, meaning the skills the children learn in The Bridge are then able to be transferred back into the school setting.

Whilst the focus of the programme is enrichment and behaviour for learning, the pupil will continue to access core subjects each morning with a qualified teacher.

Frequently asked questions - EISS

1. What type of referrals do the EISS accept?

Referrals are made for a wide variety of reasons - the EISS can offer a fresh perspective on a situation and can offer advice and guidance regarding pupils with all different types of additional needs and behaviour.

2. At what point should I refer?

Whenever you feel that things are not going as well as you might expect, and your usual strategies and ideas are not working.

3. When would it be considered to be 'too early' to refer?

We would not consider any situation as 'too early' to refer. If staff feel that additional advice or a consultation would be helpful then we are happy to offer this service. Early help can be successfully delivered via a remote consultation (see types of referral below).

4. The child has an education, health and care plan (EHCP), does this matter?

No, we accept referrals for pupils at all levels of SEN support, as well as for those who are not on the SEN register.

5. The child has had multi service involvement and the education psychologist has been heavily involved - is there any point to making a referral to EAIP?

Yes - the EISS can offer a fresh perspective and can also offer support coordinating multi agency support and escalation to internal AfC panels should this be necessary.

6. Are there different types of referral that schools can make to EAIP?

Yes, there are some different types of referrals.

- **EISS remote consultation:** a short referral form that will result in a quick 30 minute virtual consultation. Rapid advice and guidance can be sought in this way and these do not go through the EAIP panel as they are designated as 'early help'.
- **EAIP Referral** - These referrals are heard at the weekly EAIP panel and are when school is seeking more intensive support - generally involving school visits, observations and pupil voice. Access to further support such as coaching, on site specialist support and multi-agency TAC support usually stem from this type of referral. Representatives from other AfC services also sit on EAIP, so schools can also access support from the advisory, outreach service for autism, SLCN and the lead school improvement adviser (SEND).

7. We have exhausted all possible strategies and we are now at risk of placement breakdown - should I refer?

We would hope that any child who is at risk of exclusion would have been referred to EAIP at a much earlier stage, but if for some reason this has not happened, then yes, most definitely make the referral.

8. We are thinking we can no longer meet need with regard to a pupil with an EHCP, Can I refer to EAIP to support with a placement change?

For many pupils in this situation a case would already be open to the EISS and we are always happy to offer support at stages of transition.

9. What is the referral criteria for The Bridge?

Pupils who might be offered a place at The Bridge should already be known to EISS and open to our Advisory Teaching team. This will mean that we already have a very good

understanding of the situation in school and will be able to support the referral to The Bridge when it is heard at the EAIP panel.

If you have a child who is new to school or borough, or for extraordinary cases then it might be best to email the Head of Service via the EISS account to discuss the situation in the first instance.

10. I need someone to work with a child with extremely challenging behaviour, my staff are refusing - What do I do?

We would hope that this pupil would already be open to the EISS. We can work with schools to offer support and guidance in extreme circumstances and manage each on a case by case basis.

11. A child at school is too unwell to attend - can we apply for them to access medical tuition?

Please refer to the medical tuition policy under the CME section of the EISS webpage. If you have any queries please email the EISS directly.

More information about the EISS can be found on our [AfC webpage](#).

If you have any other questions please email eiss@achievingforchildren.org.uk

Advisory teachers for autism

- Deliver support to children and schools where a Social Communication Intensive Package (SCIP) has been allocated.
- Autism spectrum/social communication consultations - school staff (primary and secondary) can complete a google form to access a consultation session to help with problem solving and discussing strategies or approaches.
- Support for schools with pupils and students referred to the Early Advice and Intervention Panel.

Contact: Hannah Webber, Head of Advisory/Outreach Service for Autism & SLCN
E: hannah.webber@achievingforchildren.org.uk

Consultations

(Autism Spectrum/social communication, SEMH, learning and specific learning needs)

The links below enable schools to access free advice from a variety of professionals. The consultation surgeries are intended to be the first step for low level concerns that could be addressed through a virtual meeting/phone call with staff. Consultations do not result in

sustained work with a school, observations or direct pupil work. For more complex needs where more sustained work, observation and so on is required, the correct route for referral would be via the Early Advice and Intervention Panel.

[Learning and specific learning needs consultation request form](#)

[SEMH consultation request form](#)

[Kingston primary - ASD/Social Communication Consultations request form](#)

[Secondary \(Kingston and Richmond\) - ASD/Social Communication Consultations request form](#)

Speech and language and social communication intensive packages

Intensive packages providing support to children in the Reception Year and Key stage 1 who are placed in mainstream schools, not specialist provision, and to their schools.

Speech and language packages

Five hours of additional adult time and ongoing support from an advisory teacher to enable schools to support children with significant speech and language difficulties, including helping class teachers with lesson planning and interventions, and in carryover of targets into the classroom. Children are considered for these packages following monitoring/triage as they enter school by an advisory teacher/the SALT Team (Kingston Only).

Social communication intensive packages (SCIP)

Children and young people can access up to 12.5 hours of additional adult support and school colleagues receive training and mentoring support. Training is evidence based and responds to specific issues which have been identified through ongoing support.

Referral

Children are known to external professionals (Portage, speech & language, educational psychologist, paediatrician, early years SEND consultants/SEND support officer) and are referred to a panel to be considered for this by them in collaboration with settings (from Nursery into school – Reception Year into Year 1).

Contact: Hannah Webber, Head of Advisory, Outreach Service for Autism, SLCN

Early help resilience networks

The resilience network meetings offer support and guidance to partner agencies in the provision of early help to children and families. The resilience networks will begin in January 2021 and the desired outcome is to deliver early help, by the best person at the earliest possible opportunity.

The aim of this network is for your organisation to be able to share and reflect on a case to a panel of professionals and develop a plan for the family in line with the Signs of Safety model. If you are not familiar with Signs of Safety the eLearning: Signs of Safety Briefing is available and can be booked on CPD Online. Practitioners can also book a future session if at any time they would like to revisit a case they have already shared.

The Resilience Networks will take place in Kingston and Richmond and be arranged into age groups. Please ensure that you book on to the correct session for the age range of the children that you are working with.

Meetings are held every 3rd Tuesday of the month for 0-5 years old (in both Kingston and Richmond), every third Wednesday of the month for 5-18 years old in Kingston, and every third Thursday for 5-18 years old in Richmond.

[Resilience Networks - booking](#)

Educational Service for Sensory Impairments (ESSI)

Who are we?

We're a small team of specially qualified teachers working with children and young people who have hearing and/or visual impairment from age 2 upwards at home and in their educational placements.

Our focus is on successful inclusion and the commitment to supporting our students with a sensory impairment to achieve their fullest potential. We are here to support and advise schools and education providers where a student has a diagnosed hearing, vision or multi-sensory impairment.

What do we do?

- We work with very young children, their parents and carers at home to provide information, advice, support and monitoring as early as possible.
- We offer a range of training to colleagues working in educational placements from Early Years through to post 16 including special schools to raise awareness of sensory impairments.
- We assess and make tailored recommendations to educational placements to support individual students' inclusion and access to learning.
- We advise on access to examinations and establishing a normal way of working for students with sensory impairments.

- We arrange mobility and habilitation training for visually impaired children and young people where this is needed.
- We offer targeted one-to-one direct skills teaching for example, Braille where this is needed.
- We assess individual student's access in the classroom and recommend assistive technologies, equipment and resources for example, radio aids, Soundfield systems.

Referral can be made by your SENCo, with parent's consent, or contact Helen for an informal chat to see what support might be best for your needs.

AfC Youth Service



Who are we?

We are a team of experienced and qualified youth workers who work with 11 to 19 year olds in Kingston and Richmond with the primary focus to enhance the wellbeing, personal and social development during the transition from adolescence to a young adult.

What do we do?

We aim to give all young people who live in Kingston and Richmond the chance of a positive future, by helping them to:

- learn in ways that make them want to achieve
- take part in positive activities providing unique and new experiences
- make informed choices about their lives
- be aware of the support services that are available before problems get worse

We do this through three types of service.

A universal offer

We work with young people aged 11 to 19 across youth centres, mobile youth buses, detached and street-based youth work and specific projects i.e. holiday activities, offering a range of opportunities to learn, gain knowledge and skills, volunteer and become active members of the community.

This offer is free and provides all young people with positive leisure activities that support young people to fulfil their potential to improve, achieve and learn about themselves, make informed safe choices to improve the wellbeing, personal and social development during the transition from adolescence to a young adult.

A targeted offer

We aim to educate young people through activities, experiences and opportunities who are more vulnerable or at risk of getting into trouble or making choices that put themselves or others at risk. The targeted offer focuses on strengthening the support and learning needed to prevent and reduce risky behaviours to encourage improving the wellbeing, personal and

social development. These focused activities can take place in a range of locations including schools, youth centres, and street work with young people. We will also measure young people's learning to show the positive progress being made towards positive choices.

A specialist offer

To complement our universal and targeted offer we aim to educate young people through unique and bespoke activities, experiences and opportunities available to all young people or referrals only.

Our specialist offer for all young people includes:

- Access to [The Duke of Edinburgh's Award](#)
- Experience a range of exciting activities at [Albany Outdoors](#)
- Floodlit outdoors five aside 3G pitch, basketball and Skate Park at Heatham House
- Music venue and music rehearsals at Heatham House

[Youth Centres & Activities](#)

[Community information website](#)

SEND Local Offer for Kingston and Richmond

Provides information on local services and support available for families including children and young people aged 0 to 25 years with special educational needs or disabilities.

[SEND Local Offer website](#)

Children's centres

Children's centres are places where all families with children under five, and expectant mothers and fathers, can go to help their children to get the best start in life. The facilities and activities are designed for young children and their families. All children's centres will offer informal support for parents and a place for your child to play and learn.

Children's centres work with a wide range of partners to ensure that we can help families in whatever area they need.

Services in children's centres include:

- child and family health services
- information for families and carers
- early education and information about childcare
- support for children with special needs
- outreach and support to families in need

- adult education classes with crèche facilities
- helping parents find training and employment

[Children's centres – Kingston](#)

[Children's centres – Richmond](#)

Kingston and Richmond Safeguarding Children Partnership



The KRSCP (Kingston and Richmond Safeguarding Children Partnership) is a statutory partnership led by the strategic leaders, Detective Superintendent Andy Wadey South West Command Met Police, Ian Dodds, Director of Children's Services (KRSCP Chair), and Fergus Keegan, Director of Quality (Kingston and Richmond Integrated Care Board).

The KRSCP provides local safeguarding training to those working or volunteering with children and their families in Kingston and Richmond. We publish local policies and procedures, scrutinise local practice and serious incidents and carry out learning reviews and multi-agency audits.

Our priorities are contextual safeguarding, mental health, parental vulnerabilities and early help. Through all our work a golden thread runs of racial equality and diversity.

Our safeguarding arrangements include all schools, colleges and early years' settings.

Lucy MacArthur is our education coordinator who works with schools, colleges and early years settings - offering free termly safeguarding lead forums, newsletters and updates on policy and local safeguarding information.

E: lucy.macarthur@kingrichlscb.org.uk

The KRSCP offers safeguarding training to all multi-agency workers during the working day, and occasional weekends and evenings (whether employed or volunteers). The training offer is on the [AfC Learning portal](#).



Enrichment Services: External

Academy 21

Accredited Online Education Alternative Provision for Vulnerable Students

High-quality flexible provision to suit a range of needs

Supporting hundreds of schools each year, we bring students with behavioural, medical and mental health needs a pathway to achieve strong recognised outcomes. We work in partnership with schools, local authorities and other organisations, to provide flexible support for as long or as little as needed.

In a full virtual environment, we provide students with the flexibility, pastoral care and educational quality they need to get back on track with progress, re-engage with their education, improve their attendance levels and even return to mainstream education in the future.

For others, we provide an opportunity to continue or even expand their education, to successfully complete recognised qualifications and progress on to further education when a mainstream setting isn't right for them

KEY STAGE 2

Online AP for Years 5 and 6

Tailored provision for primary pupils in need of flexible, sensitive and timely interventions.

Our Year 5 and 6 curriculum combines reading, writing, and maths with essential PSHE, wellbeing, and oracy content. With small class sizes and flexible morning or afternoon options, we focus on building strong relationships through adaptive teaching. Delivered by our expert teachers, our live lessons are designed to engage and support primary aged pupils helping to prepare them for successful educational transitions.

[Academy 21 - contact form](#)

Barnfield Riding School

Learning from our horses

Barnfield Riding School

Barnfield Riding School is a friendly stables near Kingston. We teach riders of all ages and abilities to share our love of horses and learn from them. We offer lessons in our two floodlit arenas, and hacking in the beautiful Richmond Park.

[Barnfield Riding School website](#)

BOSS (Basement One Stop Shop)

Come along to The Basement One Stop Shop. A drop-in service for young people in Kingston and Richmond where you can get confidential advice and support.

Services: Drugs and alcohol, young people's drug and alcohol services, information, advice and support

'The Basement', Queen Elizabeth Road (opposite Tiffin Boys), Kingston KT2 6RJ.

Term time only – Mondays, 4.00 to 6.00pm

Contact: Helen Terry T: 020 8547 6786 / 07771 838342

[BOSS website](#)

Family Holiday Association

For over 40 years, the Family Holiday Association has provided breaks for UK families struggling with issues such as disability, severe and sudden illness, bereavement, mental health issues and domestic violence.



The charity was founded on the belief that holidays are a lifeline, not a luxury, and this is a key principle that survives to this day. The majority of families we help have never before been on a family holiday. The evidence shows that spending time together away from their daily struggles can be life-changing for the families we work with.

The majority of breaks we provide involve short trips to the British seaside. We also enable families to go on day trips – such as a simple day out at the seaside or local tourist attraction or museum – and occasionally other types of break, such as group trips. We do not offer trips abroad.

What we do

All the families we support are referred to us by professionals in the community who we believe are best placed to identify those who will benefit the most. Our referral network includes teachers, social workers, health visitors and other charities.

Who we do it for

First and foremost, the people we most want to help are families who would otherwise not have the opportunity to go away, and for whom a short break or day trip would make a significant difference to their current and future lives.

Why we do it

Happy memories of family holidays can stay with us all our lives. Since our launch in 1975, we have helped nearly 200,000 struggling parents, children and young people to create their own lifelong memories. But we have plenty more to do.

Contact us

T: 020 3117 0650

E: info@fhaonline.org.uk

Family Holiday Association, 3 Gainsford Street, London SE1 2NE

[Family Holiday Association website](#)

Fulham Football Club Foundation



Fulham FC Foundation work with a number of schools partners across London and Surrey. The majority of these sessions take place after school and specifically cater for the pupils attending that school.

[Website](#)

Jigsaw4U

This is a children and young people's counselling provider operating in Kingston and Richmond. Jigsaw4U will provide counselling for children aged 8 to 18 with mild mental health concerns. Jigsaw4U is a well-established and experienced provider in South West London, and will deliver counselling in person and online.

All referrals should be made through the [CAMHS Single Point of Access \(SPA\) website](#).

Knights Basketball

Our quest is to provide a pathway through which children of all ages and abilities can develop their basketball and leadership skills, whether participating purely for fun or striving to compete at a higher level. To do this, we operate under the following values.



Inclusive:

Ability to welcome and engage all players, regardless of age, ethnicity, religion or gender, and promote an environment where every player is encouraged to reach their own 'next level' and fulfil their potential.

Effort:

Instil an understanding that there are no short-cuts to success, and that hard work and discipline are the foundations on which to build your dreams.

Cooperation:

Expect our coaches and players to serve their team, and develop leadership skills that can be used far beyond the basketball court.

Friendship:

Develop relationships that are bigger than basketball, and to care about each other above winning and losing.

Enthusiasm:

Encourage and motivate through positive reinforcement, and make every session an enjoyable, personal learning experience.

Excellence:

Demand the pursuit of excellence and become the best of which we are capable. Come and join us on our quest and discover what it takes to be a Richmond Knight. If we do not yet run basketball sessions at your school, ask your PE coordinator to contact us.

Every school in the borough can compete each term against other schools in the [Competitive Edge Basketball Tournaments](#).

[Knights Basketball website](#)

I Cope

Talking about your problems can really help.



Here you will find free, confidential help for problems such as stress, anxiety, depression and insomnia.

[I cope website](#)

KICK Transforming Lives

Kick provides high quality values-based sports coaching provision, dance provision, solutions focused mentoring and sports chaplaincy within infant, primary, secondary, PRU and special schools across London and within the M25.

[Kick website](#)

**MAN&BOY**

MAN&BOY support boys in school years 5 to 8 (ages 9 to 12 years), who are struggling with an aspect of life, be it at school or at home and would benefit from developing a deeper

relationship with a significant man from their family (dad, step-dad, uncle, grandfather, etc) through activities such as camps, courses and other connect events. Places are offered on the basis of need and because of recent strategic funding that we have been given to work with families in the area of Kingston and Richmond in 2020, we can offer free places for the spring programme.

[Website](#)

Off The Record Twickenham



Off The Record Twickenham (OTR) is a registered charity providing the only drop-in counselling, information and sexual health service for young people aged 11 to 24 who live, work or study in the Richmond borough. We provide help early when it is most needed. Our team help improve the emotional and mental wellbeing of over 1,500 young people a year at a time when they are experiencing unprecedented levels of stress and anxiety

Our vision is for every young person in our borough to possess the skills and confidence to overcome life's challenges.

[OTR website](#)

Positive Enlightenment Through Education



Mentoring - What is it and how does it work? The approach taken when mentoring is different for each individual, although the ethos remains the same. The student is encouraged to take responsibility for their actions and to grow through support. They are guided to find the right information or people required to help them become the best that they can. They are often given tasks that are not only fun to complete, but also show how one person's actions or presence can affect a group of people that they have close interaction with. How just one small shift in either their body language or verbal reaction can change the outcome of a conversation whether it is with their peers, teachers or family.

It has been found that with positive mentoring the student's interaction at school with their teachers and peers improves dramatically. This progress is also reflected in a measurable improvement in their schoolwork and homework. Positive changes have also been noted in the relationships they have at home with their parents, carers and siblings.

The service offered is not a quick fix and it is stressed at the first meeting with the student that they are responsible for undertaking the work, but that the mentor will assist them in a supportive role and will provide the tools required as and when necessary this could include mind mapping and goal setting. Very often they simply need the reassurance that there is someone there to listen.

[Positive Enlightenment Through Education website](#)



Scouts

Scouts are do-ers and give-it-a-go-ers. Yes, we go camping, hiking, swimming, abseiling, cycling and canoeing. But, we also get to hang out with our friends every week, having fun, playing games, working in a team and taking on new challenges.

Every week we give almost half a million 6 to 25 year olds the skills they need for school, college, university, the job interview, the important speech, the tricky challenge and the big dreams - the skills they need for life.

Everyone's welcome here. All genders, races and backgrounds. Regardless of your child's physical ability. There's a scout adventure out there waiting for them. And we'll help them find it.

[Scouts website](#)

Sea Cadets



Kingston and District

Junior Cadets (10 to 12)

At Kingston and District, we aim to give young people an experience that will help them grow into the person they want to be in a safe and friendly environment. Through various activities and adventures, we learn teamwork, respect, loyalty, self-confidence, commitment, self-discipline, honesty and how to be the best version of ourselves.

We offer a range of different activities from sailing, windsurfing and powerboating - to rock climbing, camping, and music - plus, so much more. At Kingston and District you are also able to gain different qualifications that you can take with you once you leave Sea Cadets.

[Sea Cadets website](#)

Volunteer Police Cadets



Volunteer Police Cadets (VPCs) operate in every force across England and Wales with Scotland being known as Police Scotland Youth Volunteers, but still operating under the same principles.

The Mini Police and Junior VPC are growing schemes that do not currently operate across every police force, please contact your local force to find out more.

It is our vision within our strategy that we aim to achieve a seamless journey from 8 years to adulthood through the VPC.

We welcome cadets from any background, social group, gender, ethnicity, ability, disability and whether you have an interest in the police or not.

We welcome young people who may have previously been in trouble with the police or may feel some disconnection with their peers and community.

We are not looking to recruit future police officers, but want to give all young people a chance to be heard, support their community and develop skills to become fantastic citizens in a fun, friendly and exciting way.

There is nothing else like the VPC - it is a unique experience for young people to become part of the policing family for many years.

[Volunteer Police Cadets website](#)

The Wild Mind Project



The Wild Mind project is a not-for-profit community interest company. Our mission is that through a collaborative approach to mental health and wellbeing, we support young people (aged 10 to 25), parents and carers and communities to thrive through creative and nature-based activities.

The unique combination of nature and art therapy can provide a real benefit to young people living with stress, depression and anxiety. As recent research has identified, there is a dramatic increase in mental ill-health sufferers and a shortfall in resources and support. We felt we could design an early intervention programme to support youth wellbeing.

Not only will young people with wellbeing issues benefit from our programmes but they will also be encouraged to take part in peer-to-peer mentoring activities to build self-confidence and develop leadership skills.

In addition, we are also exploring a range of community led progression activities participants might connect to at the end of the programme. Our aim is that these activities might encourage participants to step outside of their problems to consider the benefits of giving back to society or caring for their environment.

The founder of The Wild Mind Project has had a child who has suffered from mental health challenges, and she soon recognised that many families of teenagers were also struggling. After 18 months of research and meetings with stakeholders, The Wild Mind Project realised that youth wellbeing is not an isolated challenge, but a wider issue that involves families and the community.

As part of our holistic approach to mental ill health, The Wild Mind Project supports the parents and carers of young people with wellbeing issues, through art therapy and nature based activities. These are designed to build insight, resilience and perspective, and by enabling caregivers to refuel their own wellbeing. Through local employers and educational organisations, we also plan to raise awareness of mental ill-health, advocate the need for wellbeing interventions and run workshops to support student and employee wellbeing.

[The Wild Mind Project website](#)



Young Carers' Project

We are the only organisation in the borough with a team dedicated to supporting the needs of young carers (aged 5 to 18) and as such have a wealth of experience and expertise in

issues which affect their lives.

We provide:

- information and advice, including one-to-one support
- opportunities to meet other young carers
- fun activities, outings and breaks away from home
- regular drop ins
- awareness raising of the needs of young carers, particularly in schools
- advocacy and whole family support
- quarterly newsletter

[Young Carers' Project website](#)

YMCA



Our services

We work at the heart of local communities in South West, South, East and West London, providing health and wellbeing centres, children's activities, youth clubs, housing, support and training.

[YMCA website](#)

Useful web addresses and contacts (A to Z)



To view a web address that is underlined, CTRL and CLICK to follow link

Name	Email
Achieving for Children	www.achievingforchildren.org.uk
Achieving for Children Local Offer	https://kr.afcinfo.org.uk https://kr.afcinfo.org.uk/community_information
Achieving for Children The Virtual School	www.afcvirtualschool.org.uk
Barnfield Riding School	www.barnfieldridingschool.org
Be Spoke Be Heard	www.bespokebeheard.co.uk/contact-us-clarendon-secondary-centre-twickenham
Education Inclusion Support Service	https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/education/education-services/education-inclusion-support-service-eiss
Education Welfare Service	https://afcservices.org.uk/Services/5298
Family Holiday Association	www.familyholidayassociation.org.uk
Fulham Football Club	https://soccerschools.fulhamfc.com/soccerschools/whatwedo.htm
I Cope	www.icope.nhs.uk/kingston
Kick Transforming Lives	https://kick.org.uk
Knights Basketball	https://knightsbasketball.co.uk/
Malden Oaks	https://maldenoaks.org
Man and Boy	www.manandboy.org
Ocean Youth Trust South	www.oypsouth.org/about-oys-south.asp
Off the Road, Twickenham	https://otrtwickenham.com
Positive Enlightenment Through Education	https://www.london.gov.uk/what-we-do/volunteering/search/positive-pete-0
Scouts	www.scouts.org.uk/information-for-parents/what-do-scouts-do
Sea Cadets	www.sea-cadets.org/kingston/what-we-do
Soccer Club	https://soccerschools.fulhamfc.com/soccerschools/whatwedo.htm
Special Educational Needs and Disability team	https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/assessment-and-education-health-and-care-planning
Wild Mind Project	https://thewildmindproject.org
YMCA	https://ymcastpaulsgroup.org/services/children-youth-and-family-work
Young Carers Project	www.kingstoncarers.org.uk/young-carers