



## The 14 Questions

Questions	School Response
<p><b>1</b> How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<ul style="list-style-type: none"> <li>• Children with special and additional educational needs are most often identified by their previous educational settings, and all information is passed on to the school through meetings with the SENDCo, and with the children’s parents and teachers.</li> <li>• Where children have not already been identified, rigorous systems are in place to ensure files and data are transferred. All the children are re-assessed when they begin year 3 on the key stage one tests, the score is then compared with the previous scores and extra support can be put in place for those who need it.</li> <li>• Children are then re-assessed throughout the school year to ensure appropriate progress is being made. Where a child is not making the progress that is expected adjustments are made to the next day’s lessons, or further interventions and possibly pre-teaching are put in place.</li> <li>• If a parent or carer has concerns about the child, they can contact school, and arrange a meeting with the class teacher / SENDCo to discuss any concerns and set targets. All teachers have a professional email address (on the website) which they check daily, so a meeting can be arranged in this way.</li> </ul>
<p><b>2</b> How will school staff support my child?</p>	<ul style="list-style-type: none"> <li>• The child’s class teacher will be the person who will plan most children’s education programme (SEND Support Arrangements) supported by and in consultation with the school’s special educational needs Leader.</li> <li>• Some groups will have a teaching assistant who will work with children on work planned and overseen by the class teacher.</li> <li>• Some children will have one to one support from an assistant (SNA) who will work closely with the class teacher to provide the appropriate level of support for the child. Support groups will be put in place, such as spellings, maths and reading groups.</li> </ul>

		<ul style="list-style-type: none"> <li>• Support for children is very carefully monitored through teacher observations, monitoring of lesson plans, and looking at the children's work, also through progress meetings with group teachers and continual assessment, as well as formal end of term assessments.</li> <li>• The School's SEN Governor (A Farquhar) has termly meetings with the Sendco to discuss progress and provision, and a report is given to the Governors each term.</li> </ul>
<b>3</b>	<b>How will the curriculum be matched to my child's needs?</b>	<ul style="list-style-type: none"> <li>• In the classroom the class teacher will set the children in different groups of ability and differentiate the work for each group based around the same learning objective. The school has set ability groups for Maths and within those groups, teachers can give differentiated work and different amounts of support to the children that they have.</li> <li>• These groupings are assessed at regular intervals both formally in tests and through teacher assessment throughout the term so children will always be in the group that best suits their needs.</li> <li>• Differentiation can be through different levels of texts, tasks with more support for some children, word banks, writing frames, sentence stems to aid answering questions or cloze procedure activities, and also extension activities. All the children are expected to have met the same learning objective by the end of the lesson. This high level of expectation enables all children to reach their full potential.</li> </ul>
<b>4</b>	<b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b>	<ul style="list-style-type: none"> <li>• Teachers / SENDCo and office emails are available for parents to contact school if they need to discuss anything or raise concerns. Home/school contact books are also in place for children where more contact is necessary. Meetings and phone calls can also be arranged.</li> <li>• Teachers, the SENDCo, and the Assessment Lead track children's progress continuously by tracking data half-termly informal assessments to check progress and completing termly formal assessment, which also generates targets for pupils.</li> <li>• At the beginning of each term a termly overview of what is being taught throughout the school is sent home. For an individual child's SEND Support Arrangements, this can be discussed in termly meetings with the class teacher and SENDCo where progress on previous targets can be assessed and new targets set.</li> <li>• Parent training is available throughout the school year such as a maths workshops, a reading workshop and a positive parental workshop this year with a post pandemic child focus. Outside agencies such as speech and language and behaviour support often hold workshops outside school which we signpost in the school bulletin when they become available.</li> </ul>

<p><b>5</b></p>	<p><b>What support will there be for my child's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• In every class room the children have a 'mood box', in which they put their name card every day to indicate how they are feeling. This is monitored by the class teacher and teaching assistants, to ensure their emotional wellbeing is ensured.</li> <li>• In the lower school we also provide a 'zones of regulation' display, so the children can move their feelings around as the day progresses to signpost teachers to any concerns. This is being rolled out across the school.</li> <li>• We have trained emotional literacy support assistants (ELSA's) and well being champions in school to support children with their emotional needs, particularly the post pandemic child.</li> <li>• A Pets as Therapy dog also visits children in school who experience confidence issues with their reading ability.</li> <li>• The majority of staff are trained in first aid so there are first aiders on the site at all times and there is a medical room that children can go to if they have an injury or are feeling unwell.</li> <li>• Our school runs a social skills group for children who have difficulty socially or emotionally and to encourage good social interaction with other children.</li> <li>• The school has a restorative justice behaviour policy which the staff are trained in and this helps to support children's friendships. Peer mentors from year 6 also run alongside this at playtimes.</li> <li>• School council is another way in which we enrich our pupils wellbeing. Children from each class are voted to be members by their peers. All children are able to contribute to their views about school. In addition to this there is Eco and sports crew.</li> </ul>
<p><b>6</b></p>	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<ul style="list-style-type: none"> <li>• Once the class teacher has recognised that a child needs more support than the school can offer, the class teacher, parent and SENDCo discuss the child's needs and how the school can support them further. A referral is then made to the most relevant service available. The school has access to a variety of specialist teachers through the local area teams.</li> <li>• Example of these are:  Learning and Language Support Teachers  Behaviour Support Teachers  Educational Psychologists  Hearing and Visually impaired specialist teachers.  Speech and Language Therapists  Occupational Therapists.</li> </ul>

		Linden Bridge School have an outreach department for children on the Autistic Spectrum. Home start parental support.
7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<ul style="list-style-type: none"> <li>The staff have had training from: Linden Bridge Outreach on Autistic Spectrum Disorders Training from Learning and Language Support on Dyslexia training from the hearing Impaired specialist teachers on working with children with hearing aids. Positive touch training. All staff have also been trained in their National Curriculum areas which include how to support children with SEND. In school ongoing training has included a variety of intervention training, phonics, snap maths, Choral reading, Timetable Rockstars are examples of this.</li> </ul>
8	<b>How will my child be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>All children are included in all activities. Some children will have one to one support when outside the school, and any equipment needed will be taken with them. Any additional adult support or external teachers are made aware of the needs of the children so they can adapt their lessons or activities accordingly and any child with special educational needs and/or disabilities will always have an adult who knows them in their group.</li> <li>All parents are invited to a meeting before a residential school trip to discuss the general arrangements and activities. Within these meetings any questions are answered, but further meetings can take place to ensure that all of a child's needs can be met. On some occasions parents attend school trips as direct carers.</li> </ul>
9	<b>How accessible is the school environment?</b>	<ul style="list-style-type: none"> <li>The school is fully wheel chair accessible with a disabled toilet near to the reception area.</li> <li>We have access to translators for parents of children who do not speak English. Amongst our staff we have fluent; Spanish, French, Urdu, Hindi and Farsi speakers. Our head-teacher is able to communicate in BSL.</li> <li>Equipment for children with Special Educational Needs is usually supplied through a support service such as Occupational Therapy, or purchased by the school.</li> <li>We have an internal defibrillator located in our office, available to anyone during office hours.</li> </ul>
10	<b>How will school prepare and support my child to join the school, transfer to a new setting, school</b>	<ul style="list-style-type: none"> <li>Before a child with special educational needs and disabilities begins at the school, transition meetings take place between the child's current teachers and their new teachers. The new teacher and SENDCo will go to the child's year 2 annual review meeting with the parents and other professionals to discuss the needs of the child. If necessary, the child</li> </ul>

	<p><b>or the next stage of education and life?</b></p>	<p>will have a several tours of the school so they become familiar and often children take photos of the key members of staff they will be with.</p> <ul style="list-style-type: none"> <li>• The school will ensure that staff are trained and aware of the additional needs of any child starting at the school. The school will undertake any reasonable changes to the school environment to ensure the child is safe and able to fully access the curriculum and the school site.</li> <li>• When children are in year 6, transition meetings between schools are arranged to discuss all children who are moving on. The new schools are invited to the child's review meeting with other professionals to discuss the child's needs.</li> <li>• All children are included in lessons about how to prepare for high school and special groups are run for children with a higher level of need if required.</li> <li>• All the child's reports and documentation will be passed on to the new school.</li> </ul>
<p><b>11</b></p>	<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• For children with an Education, Health and Care Plan the budget is set within the statement and the statement also explains how that money should be spent.</li> <li>• The school's SEND budget is spent supporting children with SEND by helping with the cost of group teachers and teaching assistants. Some of the budget is also spent on resources for children, such as appropriate reading books, PE equipment and occupational therapy equipment, such as: ergonomic writing slope, specialist scissors, overlays, cushions and pencil grips.</li> </ul>
<p><b>12</b></p>	<p><b>How is the decision made about what type and how much support my child will receive?</b></p>	<ul style="list-style-type: none"> <li>• If a child has an Education, Health and Care Plan the amount of support a child receives is set out clearly. All the children in the school are assessed at regular intervals for reading, writing and maths, the outcomes of which are then analysed by the class, group teachers, and the SENDCo. Any children falling below the expected outcomes will receive support in those areas.</li> <li>• At the end of any given support children will be re-assessed for impact and a decision is then made weather the child needs further intervention or not.</li> <li>• Teachers also identify children who may have speech and language difficulties such as following a longer set of instructions or have difficulty formulating answers to questions. If this is the case the class teacher, parents and SENDCo will discuss the child joining the Speech and Language group in school or a referral for external support.</li> <li>• Class teachers will also monitor the behaviour of children and after discussion with parents and the SENDCo will consider the support of the school's Social Skills group or making a referral to the Behaviour Support Specialist Teachers.</li> </ul>

13	<p><b>How are parents involved in the school?</b>  <b>How can I be involved?</b></p>	<ul style="list-style-type: none"> <li>• The school is very welcoming to all parents, although this has been challenging over the last year due to COVID. Online appointments. Emails and phone calls are still available.</li> <li>• All staff also have a professional email address which they check daily during the week, and endeavour to reply with 48 hours. We also have regular parents' evenings and welcome afternoons to which parents are invited, in school and online. Parents are asked in to school to review SEND Support Arrangements for those children with Special Educational Needs or with an EHCP and their contributions and support at home are welcomed.</li> <li>• The school also welcomes back parent helpers (after lockdown) to be Helping Hands and come into classes and support the teachers and children with reading.</li> <li>• Parents can also be involved by joining the Parent Teacher Association which is very active in the school by organising social events and fund raising.</li> </ul>
14	<p><b>Who can I contact for further information?</b></p>	<ul style="list-style-type: none"> <li>• The first person to contact if you want to discuss something about a child would be the class teacher, and/or the school office if it is a medical need.</li> <li>• The school SENDCo can be contacted about any additional needs.</li> <li>• The school's Head Teacher and Deputy Head Teacher are also available to discuss concerns about a child.</li> <li>• If a parent of a child with special educational needs and/or disabilities wishes to find out more about the school they can contact the SENDCo or the Head Teacher.</li> <li>• The school SENDCo is: Mrs Elliot, and she can be contacted through the school office or her professional email address: <a href="mailto:sendco@wallacefields-jun.surrey.sch.uk">sendco@wallacefields-jun.surrey.sch.uk</a></li> <li>• The school's Head Teacher is: Mr Lee and he can be contacted at: <a href="mailto:head@wallacefields-jun.surrey.sch.uk">head@wallacefields-jun.surrey.sch.uk</a></li> <li>• For more information and advice there is the Surrey website, where the authority's Local Offer is also available.</li> </ul>