



## 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>	<p>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 Sendcos, and with the children's parents and teachers. Where children have not already been identified, rigorous systems are in place. 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. Children are then re-assessed throughout the school year to ensure appropriate progress is being made and the children are reaching their full potential. Each group teacher also has a meeting with the maths and English subject Leaders and the Sendco where all the children in their group's progress is checked. Assessment is also continual in daily lessons and where a child is not making the progress that is expected adjustments are made to the next day's lessons.</p> <p>If a parent or carer has concerns about the child, they can come into the class before or after school, as there is an open door policy, and arrange a meeting with the class teacher to discuss any concerns. All teachers also have a professional email address, so a meeting can be arranged in this way. If necessary the teacher will then arrange a meeting with the parent and the Sendco to discuss how the needs of the child can be met and how they can best be supported in the classroom.</p>
<p><b>2</b> How will school staff support my child?</p>	<p>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. Some groups will have a teaching assistant who will work with children on work planned and overseen by the class teacher. Some children will have one to one support from an assistant 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. 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</p>

		<p>with group teachers and continual assessment, as well as formal end of term assessments. Careful monitoring of the children's work can show whether appropriate progress is being made and therefore the effectiveness of the intervention. The School's SEND Governor has termly meetings with the Sendco to discuss progress and provision, and a report is given to the Governors each term.</p>
<b>3</b>	<b>How will the curriculum be matched to my child's needs?</b>	<p>In the class room 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. Children will be initially set in groups based on the information we get from their infant schools and the assessments that we complete in class. 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. 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. Also the amount of support given to children by the class teacher or the teaching assistant. However 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.</p>
<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>	<p>The school has an open door policy which means that parents and carers are welcome to come in and discuss a child's progress before or after school, or to arrange a meeting at a more convenient time. As well as the school report there are three formal parents' evenings a year where a child's progress can be discussed. Home/school contact books are also in place for children where more contact is necessary.</p> <p>Teachers, the Sendco, and the assessment Leader track children's progress continuously by looking at their daily work in class, completing half-termly informal assessments to check progress and completing termly formal assessment, which also generates targets for pupils.</p> <p>At the beginning of each term a termly overview of what is being taught throughout the school is sent home. For more detailed planning than this a conversation can be had with the teacher. For a child's SEND Support Arrangements (previously known as the Individual Education Plan), 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.</p> <p>Parent training is available throughout the school year such as a maths workshop and a reading workshop. Outside agencies such as speech and language and behaviour support often hold workshops outside school which we advertise in the newsletter when they become available.</p>

5	<b>What support will there be for my child's overall well-being?</b>	<p>In every class room the children have a Mood or feelings 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 maintained and any problems are addressed. Teaching staff and support 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. We have a trained Emotional Literacy Support Assistant to work with individuals or small groups of children who have social or emotional needs.</p> <p>The school has a restorative justice behaviour policy which the staff are trained in and this helps to support children's friendships.</p> <p>The school runs a School's council in which children from each class are voted to be members. Through the class council members all children are able to contribute to their views about school.</p>
6	<b>What specialist services and expertise are available at or accessed by the school?</b>	<p>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. These are Learning and Language Support Teachers, Behaviour Support Teachers and Educational Psychologists and the Hearing and Visually impaired specialist teachers. Through the Central Surrey Health Service we also have support from Speech and Language Therapists and Occupational Therapists. Linden Bridge School have an outreach department for children on the Autistic Spectrum and Woodfield Outreach support us with children with Downs Syndrome.</p>
7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<p>The staff have had training from Linden Bridge Outreach on Autistic Spectrum Disorders, Educational Psychologists on Attachment Disorders and ADHD, and Training from Learning and Language Support on Dyslexia. Individual staff members have had training from the Hearing Impaired specialist teachers on working with children with hearing aids and Visual Impairment Specialist teachers. All staff have also been trained in their National Curriculum areas which include how to support children with SEND. There has been training on Cystic Fibrosis, anaphylaxis, epilepsy and Diabetes training. Individual staff (teachers and TAs) have developed specialist areas e.g. Emotional Literacy Support Assistant (ELSA) training, phonics and Project X code Training, numeracy skills and Number Sense Training, Speech &amp; Language (Elklan) training, Hearing Impairment, Visual Impairment, ADHD, dyslexia, Autism and Down Syndrome.</p>

8	<b>How will my child be included in activities outside the classroom including school trips?</b>	<p>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.</p> <p>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.</p>
9	<b>How accessible is the school environment?</b>	<p>The school is fully wheel chair accessible with a disabled toilet near to the reception area. We have carpeted class rooms which help with the acoustics of the school and blinds and UV film on the windows.</p> <p>We have access to translators for parents of children who do not speak English and our Head Teacher is able to communicate in BSL.</p> <p>Equipment for children with Special Educational Needs is usually supplied through the support service such as Occupational Therapy, or purchased by the school.</p>
10	<b>How will school prepare and support my child to join the school, transfer to a new setting, school or the next stage of education and life?</b>	<p>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 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> <p>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.</p> <p>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.</p> <p>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.</p> <p>All the child's reports and documentation will be passed on to the new school.</p>
11	<b>How are the school's resources allocated and</b>	<p>For children with an Education, Health and Care Plan the budget is set within the plan and this also explains how that money should be spent.</p>

	<b>matched to children's special educational needs?</b>	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: scissors, cushions and pencil grips.
12	<b>How is the decision made about what type and how much support my child will receive?</b>	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. At the end of any support given children will be reassessed to see how much progress has been made and whether the support needs to be continued. The parents will be kept informed of any decisions made whether a child is beginning to receive support or if support is ended. Class teachers also identify children who appear to have difficulty with Speech and Language, such as following a longer set of instructions or 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. 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 support groups such as Emotional Literacy Support (ELSA) or Speech and language groups, or if necessary, making a referral to the Behaviour Support Specialist Teachers or Educational Psychologist.
13	<b>How are parents involved in the school? How can I be involved?</b>	The school is very welcoming to all parents and we have an open door policy enabling parents to come in and talk to the class teacher before or after school, or to make an appointment at a time more suitable. All staff also have a professional email address if any small non-urgent issues need to be raised. We also have regular parents' evenings and to which parents are invited. All children's English and maths targets are shared termly with parents. Parents are asked in to school to review SEND Support Arrangements those children with Special Educational Needs or with a statement and their contributions and support at home are welcomed. The school also welcomes parent helpers to be Helping Hands and come in to classes and support the teachers and children with reading. 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.
14	<b>Who can I contact for further information?</b>	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.

The school Sendco can be contacted about any needs to do with the amount of, or type of, support that a child is given. The school's Head Teacher and Deputy Head Teacher are also available to discuss concerns about a child.

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.

The school Sendco is Mrs King, and she can be contacted through the school office or her professional email address: [Sendco@wallacefields-jun.surrey.sch.uk](mailto:Sendco@wallacefields-jun.surrey.sch.uk) The school's Head Teacher is Mr Lee and he can be contacted at [Head@wallacefields-jun.surrey.sch.uk](mailto:Head@wallacefields-jun.surrey.sch.uk)

For more information and advice there is the Surrey website, where the authority's Local Offer is also available.