

SEND Information Report / Local Offer

Questions

School Response

1 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?

- Children with special and additional educational needs are often identified by their previous educational settings, and all information is passed on to the school through meetings with the SENDCo (Kirsty Elliot), and with the children's previous teachers and parents.
- Where children have not already been identified, rigorous systems are in place to ensure files and data are transferred. All the children are closely observed and re-assessed when they begin year 3 on the key stage one baseline tests, the score is then compared with the previous scores and extra support can be put in place for those who need it. This includes phonics.
- 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.
- If a parent or carer has concerns about their child, they can contact school, and arrange a meeting with the class teacher in the first instance, the SENDCo can also be involved when the teacher feels it is necessary to discuss any concerns and set targets. All teachers can be contacted through the office email: office1@wallacefields-jun.surrey.sch.uk (on the website) which is checked daily.

2 How will school staff support my child?

- 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 (SENDCo).
- Some groups or individuals will have teaching support assistants who will work with children on work planned and overseen by the class teacher.
- Some children will have 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 phonics, spelling, maths and reading groups.

		<ul style="list-style-type: none"> • 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. • The School's SEN Governor (Sarah Watson) has termly meetings with the SENDCo to discuss progress and provision, and a report is given to the Governors each term.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • In the classroom the class teacher will organise the children in different groups of ability and need and scaffold the work for each group based around the same learning objective. The school has smaller groups for Maths and within those groups, teachers can give scaffolded work and different amounts of support to the children that they have pending on their needs. • 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. • Scaffolding 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.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • The school email is available for parents to contact school if they need to discuss anything or raise concerns. Home/school contact books are also in place for some children where more contact is necessary. Meetings and phone calls can also be arranged. • 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 assessments, which also generates targets for pupils. • At the beginning of each year an overview of what is being taught throughout the school is available on the website and is explained in welcome meetings. For an individual child's SEND Support Arrangements, this can be discussed by request in termly meetings with the class teacher and the SENDCo where necessary. Progress on previous targets is reviewed termly and new targets set on EDUKEY. Parents have constant access to these and can add their comments. • Parent training is available throughout the school year such as a maths workshops, a reading workshop, a positive parental workshop and online safety. Outside agencies often hold workshops in school which we signpost in the school newsletter.

<p>5</p>	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • 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 support assistants without fail, to ensure their emotional wellbeing is first and foremost ensured. • 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. • We have trained emotional literacy support assistants (ELSA's) and well being champions in school to support children with their emotional needs. • A 'Pets as Therapy' dog also visits children in school who experience confidence issues with their reading. • All 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. • Our school runs a social skills group for children who have difficulty socially or emotionally and to encourage good social interaction with other children. • Our school keeps 'well-being' guinea pigs who support and interact with children who may be unsettled or have sensory needs. They are linked to our PSHE curriculum ensuring the children also learn to care for them appropriately. • 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. • School council is another way in which we enrich our pupils wellbeing, run by the Headteacher. 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.
<p>6</p>	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Once the class teacher has recognised that a child needs more support than the school has in place, the class teacher, parent and SENDCo discuss the child's needs and how the school can support them further. A referral may be made to the most relevant service available. The school has access to a variety of specialist teachers through Surrey's local area teams. • Example of these are: Specialist Teachers in Practice (STIPs) Educational Psychologists Hearing and Visually impaired specialist teachers. Speech and Language Therapists Occupational Therapists. Outreach specialist teachers for children on the Autistic Spectrum.

		<p>Case workers (for EHCPs) Home start parental support. Mindworks - Primary Mental Health Worker</p>
7	What training are the staff supporting children and young people with SEND had or are having?	<p>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, intensive phonics, snap maths, memory fix, Timetable Rockstars are just a few examples of this.</p> <ul style="list-style-type: none"> • Safeguarding training – every meeting • The staff have had training from the outreach specialist teachers on working with children with ASD (Autism) from Linden Bridge. Positive touch training.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • 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. Any child with special educational needs and/or disabilities will always have an adult who knows them in their group. Health and safety is paramount. • 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 occasion's parents attend school trips as direct carers.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • The school is fully wheel chair and mobility scooter accessible with a disabled toilet near to the reception area and portable ramps. • We have access to some translators for parents of children who do not speak English. Amongst our staff we have fluent; French, Urdu, Hindi and Farsi speakers. Our Headteacher is able to communicate in BSL. Google translate is also used to supports important communications. • Equipment for children with Special Educational Needs is purchased by the school, for families who require support. • We have two internal defibrillators located in our office and one in the year 6 block at the back of the school, available to anyone during office hours.
10	How will school prepare and support my child to	<ul style="list-style-type: none"> • Before a child with special educational needs and disabilities begins at the school, if possible, transition meetings take place between the child's current teachers and their new teachers. The

	<p>join the school, transfer to a new setting, school or the next stage of education and life?</p>	<p>new teacher and SENDCo will go to the child's year 2 annual review meeting if possible with the parents and other professionals to discuss the needs of the child. The SENDCo offers a parental coffee morning for new SEND parents prior to their child starting, hosted at our main feeder school (Wallace Fields Infants). The child is invited to have tours of the school to help them become familiar with the layout and they will meet their new teacher in July before they start in September. We take photos of the key members of staff they will be with. This is included in a transition booklet.</p> <ul style="list-style-type: none"> • The SENDCo 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. • When children are in year 6, transition meetings between schools are arranged to discuss all children who are moving on through the Aspire programme run by STIPs. The new schools are invited to the child's review meeting with other professionals to discuss the child's needs. • 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. Often other schools invite children for additional days where there is need for anxious children. • All the child's reports and documentation will be passed on to the new school. • In addition, SENDCo's of local secondary schools and feeder primary schools meet to hand over their case load towards the end of the summer term.
<p>11</p>	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • For children with an Education, Health and Care Plan the provision is set within the EHCP and the EHCP also explains how that should be delivered. Funding is usually attached to an EHCP. • The school's SEND budget is spent supporting children with SEND by helping with the cost of group teachers and teaching support 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.
<p>12</p>	<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • If a child has an Education, Health and Care Plan the amount of provision 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 through the ordinarily available provision. • At the end of any given support children will be re-assessed for impact, including child conferencing, and a decision is then made whether the child needs further intervention or not.

		<ul style="list-style-type: none"> • 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 a Speech and Language group in school or a referral for external support. • Class teachers will also monitor the behaviour of children. After discussions with parents and the teacher, the SENDCo will consider the support of a Social Skills group or making a referral to the Behaviour Support Specialist Teachers.
13	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • All parents are welcomed into our school to form strong working relationships. Online appointments, emails and phone calls are all available. • All staff can be contacted by using the school email address, which is checked daily during the week. We endeavour to reply as soon as we are able, at busy times this may take a little longer. We also have termly parents' evenings and welcome afternoons to which parents are invited, in school and online. Parents are invited, when appropriate into school to review SEND Support Arrangements for those children with Special Educational Needs or with an EHCP. • The school also welcomes parent helpers to be Helping Hands and come into classes and support the teachers and children. This is a wonderful way to be involved with school life. • 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 which we rely heavily on.
14	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • The first person to contact if you want to discuss something about a child would be the class teacher as they know the child the best, and/or the school office if it is a medical need. • The school SENDCo can be contacted about any additional needs after speaking to the teacher. • 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 Kirsty Elliot, and she can be contacted through the school office: office1@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 • For more information and advice there is the Surrey website, where the authority's Local Offer is also available: https://www.surreylocaloffer.org.uk/

