

Wallace Fields Junior School

SEND Information Report 2026-27

This report meets the requirements of the Special Educational Needs and Disability Regulations 2014, the Children and Families Act 2014, the SEND Code of Practice (updated 2024 and current statutory guidance), and reflects current SEND expectations for 2026-27.

Our school adopts a whole-school approach to inclusion, which is the responsibility of all staff and leaders, not solely the SENDCo. We describe our provision through three levels:

Universal Provision - high-quality inclusive teaching and support available to all pupils.

Targeted Provision - additional interventions and support for pupils requiring provision beyond universal classroom practice.

Specialist Provision - personalised support informed by specialist assessment, advice or statutory plans where required.

Question	Wallace Fields Junior School Response
What kinds of SEND are provided for at Wallace Fields Junior School?	We support children across the four broad areas of need identified in the SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH), and Sensory and/or Physical Needs . We are committed to ensuring every child can access a broad, ambitious and inclusive curriculum and participate fully in school life.
How does the school know if children need extra help and what should I do if I think my child may have SEND?	Some children are identified before joining Wallace Fields Junior School through discussions with parents, previous schools, professionals and transition meetings involving the SENDCo. Where pupils have not previously been identified, robust assessment systems are used. Upon entry to Year 3, pupils complete baseline assessments which are compared with previous attainment data, including reading and phonics information. Progress is monitored continuously throughout the year through teacher assessment, formal assessments and pupil progress meetings. If a child is not making expected progress, teaching may be adapted, pre-teaching introduced, or targeted interventions provided. Identification is not based solely on attainment data or observable behaviour. Staff also consider indicators such as anxiety, avoidance, emotional exhaustion,

	perfectionism, frequent physical complaints, differences between home and school presentation, difficulties during less structured times and other signs that a pupil may be masking their difficulties. Support is not dependent upon a formal diagnosis. Many children receive additional support through the school's Ordinarily Available Provision (OAP) and graduated approach while needs are being explored or assessed. Decisions about support are based on a child's individual needs and the barriers they experience in school, rather than the presence of a medical diagnosis alone. Parents who have concerns should contact their child's class teacher in the first instance. The SENDCo, Mrs Kirsty Elliot, may then become involved where appropriate. Teachers can be contacted via office1@wallacefields-jun.surrey.sch.uk. Early communication between home and school is strongly encouraged.
How will school staff support my child?	The class teacher is responsible for the day-to-day education and progress of all pupils and will plan support in consultation with the SENDCo where needed. Some pupils may receive support from a teaching assistant through individual, small group or targeted intervention programmes such as reading, phonics, spelling or maths support. Support arrangements are regularly monitored through lesson observations, assessment information, work scrutiny and pupil progress meetings. The SEND Governor receives regular updates on SEND provision and outcomes.
Who is responsible for SEND provision?	The Headteacher has overall responsibility for SEND. The SENDCo coordinates SEND provision, supports staff, liaises with families and external agencies, and monitors outcomes for pupils with SEND. Governors monitor the effectiveness of provision and fulfil their statutory responsibilities.
How will the curriculum be matched to my child's needs?	Our skilled teachers use adaptive teaching to ensure all pupils can access learning. Children may work in flexible groups based on need, particularly in mathematics and English. Support may include scaffolded tasks, visual resources, writing frames, sentence stems, word banks, coloured overlays, specialist equipment, pre-teaching and additional adult support. Whilst support is tailored, all pupils work towards the same learning objectives and are expected to achieve their personal best. As part of our universal provision, classrooms may routinely use visual

	timetables, explicit modelling, worked examples, chunked instructions, checking for understanding, scaffolded resources, additional processing time, preparation for changes in routine and opportunities for movement and regulation.
How does the school assess and review progress and how will I know how my child is doing?	Progress is monitored using ongoing teacher assessments, half-termly monitoring, formal termly assessments, intervention reviews and SEND Support Plan reviews. We follow the graduated approach of Assess, Plan, Do, Review . Parents can communicate through email, telephone calls or meetings. SEND targets are reviewed termly and shared through Edukey, where parents can contribute comments. Parents can discuss their child's individual progress through parents' evenings, SEND Support Plan reviews and meetings with school staff. Curriculum workshops, welcome meetings and family learning events provide additional opportunities to engage with school and understand the curriculum.
How are parents involved and how can I support my child's learning?	We place great importance on partnership with parents. Parents are invited to review meetings, SEND target discussions, curriculum workshops, tea parties, welcome events and parents' evenings. Training opportunities throughout the year may include reading workshops, maths workshops, online safety sessions, behaviour and mental health support workshops. Parents can also volunteer as Helping Hands or become involved through the Parent Teacher Association (PTA).
How are pupils with SEND involved in decisions about their education?	Pupils are encouraged to contribute to discussions about their learning, targets, support arrangements and future aspirations. Their views are considered during reviews and planning meetings, helping them develop independence and ownership of their learning journey.
What support is available for my child's emotional wellbeing?	Emotional wellbeing is a top priority. We recognise that attendance difficulties, emotional wellbeing concerns, behaviour changes and safeguarding concerns may sometimes indicate unmet additional needs. Staff work collaboratively to consider the whole child and identify barriers to learning at the earliest opportunity. To Support this every classroom uses a daily wellbeing check-in system (mood boxes) and Zones of Regulation strategies. The school has trained Emotional Literacy Support Assistants (ELSAs), wellbeing champions, drawing and talking assistants, social skills groups and access to general pastoral support. A Pets as Therapy dog supports some pupils' confidence and wellbeing. The school also

	uses programmes such as Stormbreak to develop resilience, self-esteem and emotional health. School Council, Eco Crew, Sports Crew and peer mentors provide additional opportunities for pupil voice and belonging.
How does the school promote positive behaviour and relationships?	The school uses a restorative approach to behaviour and relationship building. Staff support children to develop emotional regulation, communication skills and positive social interactions. Peer mentors and structured social opportunities further support pupils who may require additional guidance.
What specialist services and expertise are available?	When further support is needed beyond the school's ordinarily available provision, the school may seek advice from external agencies. Specialist advice may be sought where pupils continue to experience difficulties despite cycles of Assess, Plan, Do, Review; where needs are becoming more complex; where there is significant impact on learning, wellbeing or attendance; or where specialist assessment is required to inform future provision. These may include Educational Psychologists, Specialist Teachers, Speech and Language Therapists, Occupational Therapists, Autism Outreach Services, Physical and Sensory Support Services, Surrey Mindworks, School Nursing Services, Race Equality and Minority Achievement Services (REMA), Home Start and other relevant professionals. Parents will always be involved in referral discussions.
What training do staff receive?	We are committed to developing SEND expertise across the whole staff team, ensuring inclusion is a shared responsibility across the school. Staff receive ongoing professional development in SEND, inclusion and safeguarding, enabling them to identify and respond effectively to a wide range of needs. Recent and ongoing training includes: Autism, including masking and neurodiversity, ADHD and executive functioning, Speech, language and communication needs, Dyslexia and literacy interventions, including intensive phonics, Sensory processing and sensory circuits, Emotional regulation and SEMH needs, Emotionally Based School Non-Attendance (EBSNA), Colourful Semantics, Adaptive teaching and inclusive classroom practice and Positive touch approaches, where appropriate. Staff also

	receive regular safeguarding updates and training to support effective early identification and intervention. Mrs Kirsty Elliot (SENDCo) holds the mandatory National Award for SEN Coordination (NASENCO) and a Bachelor of Education (Honours) degree.
How will my child be included in activities outside the classroom, including school trips?	All pupils are included in educational visits, enrichment opportunities and extra-curricular activities wherever possible. Risk assessments are completed and reasonable adjustments made where required. Additional support, specialist equipment or familiar adults may accompany children on visits. Parents are invited to pre-visit meetings, and further arrangements can be discussed where necessary. Inclusion remains central to all planning.
How accessible is the school environment?	The school is wheelchair accessible and has accessible toilet facilities. Reasonable adjustments are made to ensure pupils can access learning and the wider school environment. Translation support is available, and the school can draw upon a range of linguistic expertise among staff. The Headteacher can communicate using BSL. Specialist equipment is purchased where appropriate to support individual needs. Accessibility arrangements are detailed within the school's Accessibility Plan
What arrangements are in place for pupils with medical needs?	Individual Healthcare Plans are developed where necessary. The school works closely with families and healthcare professionals to ensure children with medical needs can access education safely and effectively. Trained first aiders are always available on site and the school has dedicated medical facilities.
How will the school prepare and support my child during transition?	Careful transition arrangements are planned for all pupils. For children joining Wallace Fields, meetings are held with previous schools, parents and professionals. Additional visits, photographs, transition booklets and personalised transition plans may be provided. For Year 6 pupils moving to secondary school, information is shared with receiving schools, and enhanced transition arrangements are put in place where required. SENDCos from feeder and receiving schools work together to ensure continuity of support.
How are resources allocated and matched to children's needs?	Resources are allocated according to individual needs. Funding may come from the school's delegated SEND budget, Higher Needs Funding or an EHCP where applicable. Funding may be used for staffing, specialist resources, interventions, assistive technology and support programmes. Schools are required to use their "best

	endeavours" to secure the provision required by pupils with SEND.
How is the decision made about what type and amount of support my child receives?	Decisions are based on assessment information, progress data, observations, teacher recommendations, discussions with parents and advice from professionals. Support is reviewed regularly to evaluate impact. Intervention programmes may be increased, adapted or withdrawn depending on a child's progress and emerging needs. Where appropriate, referrals to specialist services may be made. Parents are always informed.
What is an Education, Health and Care Plan (EHCP)?	An EHCP is a legal document issued by the Local Authority for children whose needs cannot be met through SEND Support alone. It outlines a child's strengths, needs, outcomes and required provision. Provision detailed within the EHCP must be delivered and is reviewed annually through a formal Annual Review process involving parents, school staff and relevant professionals. Having a diagnosis does not automatically mean a child requires an EHCP. Most children with SEND have their needs successfully met through high-quality teaching, Ordinarily Available Provision and SEND Support. An EHCP is only considered where a child requires provision that is additional to or different from that which is ordinarily available within mainstream schools and where their needs cannot be met through SEND Support alone.
How does the school evaluate the effectiveness of SEND provision?	SEND provision is evaluated through progress data, intervention outcomes, attendance, pupil voice, parent feedback, SEND reviews, classroom observations and governor monitoring. Leaders regularly review provision to ensure support remains effective and responsive to pupils' needs.
Where can I find information about SEND services available locally?	Surrey's Local Offer provides information about education, health and social care services for children and young people with SEND and their families. Visit: www.surreylocaloffer.org.uk. Surrey SENDIASS providing independent information, advice and support for parents, carers and young people. www.sendiass-surrey.org.uk ☎ 01737 737300
What should I do if I am unhappy with SEND provision?	Parents are encouraged to speak to the class teacher first. If concerns remain, please contact the SENDCo and then the Headteacher. If a matter cannot be resolved, parents may follow the school's Complaints Procedure and seek independent advice from Surrey SENDIASS.

What are the arrangements for the admission of disabled pupils?	Wallace Fields Junior School follows Surrey's admissions procedures and does not discriminate against pupils on the grounds of disability. Applications from disabled pupils are considered on the same basis as applications from non-disabled pupils. The school works closely with families and external professionals to identify and implement reasonable adjustments where required to support admission and successful inclusion.
How does the school prevent disabled pupils being treated less favourably?	The school is committed to equality of opportunity and makes reasonable adjustments to policies, practices, procedures and the physical environment where appropriate. Disabled pupils are enabled to participate fully in learning, enrichment activities, educational visits and wider school life alongside their peers.

Key Contacts

Role	Contact
Headteacher	Mr Steve Lee
Headteacher Email	head@wallacefields-jun.surrey.sch.uk
SENDCo	Mrs Kirsty Elliot
SENDCo Email	office1@wallacefields-jun.surrey.sch.uk
School Telephone	020 8393 0350
School Website	www.wallacefields-jun.surrey.sch.uk
Surrey Local Offer	www.surreylocaloffer.org.uk
Surrey SENDIASS	Available through Surrey Local Offer

This report is reviewed annually in consultation with pupils, parents, staff and governors to ensure it continues to reflect the provision available at Wallace Fields Junior School and remains compliant with current SEND legislation and guidance.