



Walsh C of E Infant and Junior Schools

SEND Information Report

Agreed	Spring 2024
Review	Spring 2025
Statutory	yes
Annual	yes

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?

- Key staff visit the feeder pre-schools and schools of our new children in the Summer term before they move up to Early Years Foundation Stage or Key Stage Two. These visits include a transition discussion with staff at the feeder settings. If a child arrives at our school at any other time, we receive information (including any SEND needs) from a child's previous school and we will contact the previous school and SENDCO if we need further information on how best to meet the needs of the child. We would invite parents to a meeting to discuss their child's needs prior to them starting at our schools. EYFS staff complete home visits for all children joining EYFS in September at the beginning of the Autumn term.
- The SENDCO arranges parent meetings with key staff from the next Key Stage prior to transition for any children where this may be beneficial, particularly those who are highly anxious or who have significant or complex needs.
- The progress of all children is monitored regularly by class teachers and the Senior Leadership Team. Pupil progress meetings are held each term to discuss progress and attainment with teachers, and data is then analysed by senior leaders. When a child is not making expected progress in a particular area of learning we can explore any reasons why and the school can identify the need for additional support. This will then be discussed with parents/carers and the child concerned.
- If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENDCO) for advice as appropriate.
- We have a watch list of children that are having extra support in class, their progress is monitored to decide if a SEN support plan is needed for more specific and targeted support.

How will the school staff support my child?

- A school provision map shows the range of interventions in place which may be used when we identify a need for additional support
- When the school identifies the need for additional intervention to enable a child to make expected progress the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further.
- We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting, we will do so through reviewing SEND support plans (for children on the SEND register) as well as Pupil Progress Meetings.
- There is also always ongoing liaison between all staff working with a child and support is adapted as and when necessary, with changes being recorded on the SEND support plans for that child.
- Support staff support children in a range of ways both in and out of the classroom. This may be through small group or individual targeted interventions, check-ins, meet and greets, more general support in the classroom to encourage attention, focus, positive behaviour for learning and independence and to develop self-esteem and confidence.
- The Local Committee is responsible for monitoring the effectiveness of the provision in place for children identified with SEND and they will receive a report from school leaders on the progress of children with SEND.

How will the curriculum be matched to my child's needs?

- All teachers have information on the needs of individual children so that they can plan the learning within our curriculum to ensure that all children are able to make progress.
- High Quality Teaching is in place for all and will be monitored by the Senior Leadership Team, SENDCO and Subject Leaders.
- All teachers and staff working within a child's class team have awareness of the needs of individual children so that they can plan and adapt the learning within our curriculum to ensure all children are able to access learning and make progress.
- Learning for groups and individuals is adapted and scaffolded according to their needs: for example, if a child has Speech, Language and Communication Needs, teachers will use simplified language and/or pictures to support them to understand new vocabulary or manipulatives to support learning in maths.
- Some children receive a highly personalised curriculum and /or individualised timetables to meet their needs.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Annual Reports and regular Parents' Evenings give parents and carers feedback on their child's academic and social and emotional development and progress.
- In EYFS and KS1 progress reports will be sent out termly outlining attainment.
- When appropriate, parents/carers may be contacted to discuss the support that the school is providing and how they can help their child at home: this may be a phone call or a meeting. Children' views will be obtained when appropriate and they may attend all or part of any meeting where their needs are being discussed.
- Additional contact/meetings will be arranged as appropriate. Parents are encouraged to contact their child's class teacher if they have any concerns about their child.
- Once a need for additional support has been identified, a SEND support plan will detail the need, the expected outcomes, who is providing the support and the review date. (We review the outcomes termly). SEND support plans are shared with parents who have the opportunity to discuss these with their child's class teacher.
- Regular feedback to children in the classroom ensures that they know how they are doing.
- Certificates to recognise efforts and achievements are awarded during weekly celebration collective worship.
- Formal and informal assessments take place regularly to ensure progress is carefully monitored and next steps for learning are put in place.
- Our website and weekly newsletter contain information on how parents can support their child to learn, develop and progress.
- Parents are regularly signposted to a range of local and national services, helplines and charities that may be of interest.
- We hold workshops to support parents with how to help their child at home.

What support will there be for my child's overall well-being?

- We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and for some cases all staff receive training. We have a medical policy in place.
- All staff are committed to providing a high level of pastoral care. Inclusion underpins our school ethos, and children know that they are cared for and listened to.
- Our Behaviour Policy which includes guidance on expectations, rewards and consequences is fully understood and carried out consistently by all staff with expectations understood by children. Individual behaviour support plans are put in place for children who need additional support.
- Children' views are central to our ethos and are sought individually or through school council and other forums.
- A qualified ELSA supports the children identified as having additional emotional and social needs.

- Children in Early Years are offered access to a “Time to Talk” group to help build confidence, self-esteem and listening.
- In Key Stage Two we have school pets and across the Infant and Junior schools, there is a visiting Therapy Dog. These are used by children to help them to self-regulate and as a vehicle for starting to discuss things that are worrying them.
- We share ways to help children keep calm and support to self-regulate behaviour at home via letters home and links on our website. Parents are encouraged to contact school if they need extra support with this.
- We have a Primary Mental Health Worker linked to school we can request a consultation with, this may then lead to further signposting, support for parents or direct support for children.
- We will refer to Surrey Mindworks, which incorporates Surrey CAMHS (Child and Adolescent Mental Health Service) or Hampshire CAMHS after consultation with parents and carers if we feel children need more specialist support.
- We use the “Zones of Regulation” as a whole school approach to help children manage their emotions and self-regulate so that they are ready to learn.
- All children are supported with their social and emotional development throughout the school day, through the curriculum (all children have weekly PSHE lessons) and circle times.
- Children at the Infant school who find lunchtimes difficult, have access to our Nurture rooms for support with emotional regulation.
- All children with SEND have a One Page Profile.
- We have ELSA trained staff who support the children identified as having additional emotional and social needs.
- We have staff who are trained as a Mental Health Lead, Mental Health Champions and Mental Health First Aiders.
- We use Barnardos to provide mental health support for parents.

What specialist services and expertise are available at or accessed by the school?

- All teachers hold qualified teacher status and receive ongoing professional development.
- The school has staff with expertise in: Emotional Literacy Support, Restorative Approaches, Time to Talk, Speech, Language and Communication, Makaton, Lego Therapy, Positive Touch, Sensory Circuits and Maths (1st class at Number), Literacy For All
- Specialist health services include:
Speech and Language Therapy (SALT),
Physical and Sensory Support Service (PSSS) including Hearing Impaired Service (HI) and Visually Impaired Service (VI)
Occupational Therapy (OT)
Physiotherapy (PT)
Child and Adolescent Mental Health (CAMHS)
Primary Mental Health Worker
School nurse
- Educational outside agencies including:
Educational Psychology (EPS)
- Outreach Services, include:
Freemantles - ASD (Autism Spectrum Disorder) and MLD (Moderate Learning Difficulties); Short Stay Schools; Raising Ethnic Minority Achievement (REMA), which includes English as an Additional Language and Traveller Service Support and Specialist Teachers for Inclusive Practices (STIPs).
- Alternative provision: Wey Valley College – pupil referral unit, Farm/ animal therapy
- We work with Social Services and Community Police where appropriate.
- EYFS and KS1 have a Speech and Language therapist that visits school every fortnight. This ensures that children, particularly in Early Years, are seen immediately and have a structured plan to follow after assessments. She trains our Teaching assistants to deliver the speech and language programmes.
- We also liaise with Children’s Services to support children and families.
- We have a Key Stage 2 Specialist LAN Centre for children with Learning and Additional Needs. The Centre has a separate admissions policy and caters for children who have EHCPs that state specialist LAN provision is required. The centre enables us to have in-house expertise on meeting a wide range of additional needs.

What training have the staff supporting children with SEND had or are having?

- We regularly invest time and money in training our staff to improve Wave 1 provision for all students (High quality teaching for the whole class) and to develop enhanced skills and knowledge to deliver Wave 2 (short term interventions) and Wave 3 (individualised interventions).
- In service training days and regular staff meeting time are used to develop skills in delivering wave 1 provision, and wave 2 and 3 interventions.
- Our Special Needs Coordinator (SENDCO) is a qualified teacher.
- We have staff who have worked extensively with children with SEND and have high levels of experience and expertise in meeting a wide range of needs.
- Training attended by teaching staff and support staff is cascaded to other staff
- Training is linked to the school development plan enabling all staff to meet the needs of all children.
- All of our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our children with SEND.

How will my child be included in activities outside the classroom including school trips?

- We have an inclusive ethos and all children are encouraged and supported to participate fully in all aspects of school life, including visits, clubs, residential etc as seen in our equality / inclusion policy.
- Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met when possible through reasonable adjustment and where applicable parents/carers are consulted and involved in planning. This planning is then included in risk assessments.
- Parents may sometimes accompany their child if this is thought to be in the best interests of the child.

How accessible is the school environment?

- We have an Accessibility Plan in place and when feasible, make reasonable adjustments to improve the accessibility of our environment. Our policy and practice adhere to The Equality Act 2010.
- The site is fully accessible to wheelchair users, and has accessible toilet facilities. We have successfully catered for the needs of several children with physical and complex medical needs.
- The Junior school has a gender neutral toilet on site.
- We monitor the languages spoken by families in our settings and make use of translation sites and endeavour to arrange for a translator to attend meetings when necessary.
- We can access support from REMA – Race Equality and Minority Achievement where necessary including support for families where English is an additional language.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- We have an Induction Programme in place for welcoming all new learners to our setting. In EYFS we provide support packs and a story book, arrange story times and family group induction sessions. We also arrange home visits for each new to EYFS child in September before they start school.
- We have very good relationships with any feeder settings and the settings children move onto and share information to support children' learning and well-being at transition.
- Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an additional transition programme for identified children.
- We have an induction programme in place for children transferring from Key Stage 1 to Key Stage 2, which includes close liaison with staff from feeder schools, staff visiting Infant schools and opportunities for Year 2 children to visit the Junior school. Extra induction visits and/or additional transition support measures are arranged to meet individual needs and support any vulnerable children to ensure their anxieties are minimised. The SENDCOs from the Infant and Junior schools

meet in July to arrange a transfer of information for children on the SEN register. Year 3 teachers meet the Year 2 teachers to handover information about all transferring children.

- We have strong links with our local secondary schools and a similar programme takes place to aid transition to Key Stage 3. This involves visits where children have the opportunity to meet new staff and navigate their way around their new building. Extra transition visits are provided for children who would benefit from this. An ASPIRE programme run by STIPS provides additional transition support for those identified by the class teacher and SENDCO who require this.

How are the school's resources allocated and matched to children's special educational needs?

- Our finances are monitored/audited regularly by the Local Committee and we utilise resources to support the strategic aims of our setting as well as individual learner needs.
- We seek to ensure a 'value for money' service, so all interventions are costed and evaluated.
- Where a child has an Education and Health Care Plan (EHCP) additional funding is provided to enable the school to provide the support outlined in their EHCP. The SENDCO will work with Senior Leaders, Class Teachers and support staff to ensure that the provision outlined in the EHCP is provided effectively.
- Any support a child is receiving is recorded in their SEND support arrangements plan and these are reviewed at least three times a year and changes to support will be made as appropriate.

How is the decision made about what type and how much support my child will receive?

- High Quality Teaching and Inclusive Practice (Wave 1) is clearly defined in our setting, is available to all children and we expect all staff to deliver this. The Ordinarily Available Provision document outlines strategies that can be used to support children in class and as extra interventions.
- Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and expected outcomes are defined at the start of any intervention. The SENDCO oversees all additional support provided to children and works alongside the Class Teacher to ensure needs are met.
- Advice is also sought from other professionals as appropriate.
- All decisions about the support that is provided are outcomes based. We decide with parents and the child where possible, what outcomes we are aiming to achieve, and then identify the most appropriate strategy to achieve the best outcomes for the child.
- All interventions are regularly reviewed, if there is little impact other options for support will be identified and new plans written to reflect these changes.
- When a child has an EHCP, the parents are involved in the process and receive a copy of the finalised plan. The school review the EHCP annually to ensure progress is monitored and targets are updated according to the child's developing needs.

How are parents involved in the school? How can I be involved?

- We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations.
- Parents and carers are welcome to contribute their ideas to their child's SEN support plan in consultation with the teacher.
- We operate an open-door policy to allow parents to contact staff easily.
- Parents are invited to become involved in school-life in a number of ways including being parent helpers eg: hearing children read and supporting on school trips.
- We have an active and supportive Parent/Teacher Association.
- Our Local Committee includes Parent Governors.
- In EYFS and KS1 we invite parents to class assemblies each term so they can find out about their child's learning in school.
- School staff are available on the playground at the beginning and end of the school day. Appointments can be made through the school office if a parent wishes to speak to a member of staff.
- There are opportunities for parents to celebrate achievements and share their child's learning throughout the year.

- Children have planners / home school diaries to aid communication.
- School newsletters are sent from the Headteacher weekly.
- We welcome parent helpers and are always happy to receive parental views, both informally and through surveys and questionnaires.

Who can I contact for further information?

- In the first instance parents are always encouraged to talk to their child's class teacher.
- In addition to this, if your child has SEND or you believe that they may have additional needs, further information can be provided by the SENDCO, contact details are available on the school website.

How to complain about SEN provision

If you are unhappy with the provision for SEN for your child, in the first instance, please contact the school's SENCO. Contact details are on the school's website. If your concerns are not addressed, you may make a formal complaint to the school. Please see the school's complaints procedures on the website.