



Walton on the Hill Primary School



This document details the quality of provision available for pupils with **Special Educational Needs and Disabilities (SEND)** at **Walton on the Hill Primary School**. The questions that are asked have been identified following the Lamb Inquiry into the quality of SEN provision which has then helped to inform the revised SEND Code of Practice (*SEND 14*).

*If you would like to discuss any of the questions or responses, or to provide any feedback on this document, please contact **Mrs Kirsty Romero (SENDCo)** or **Mr Richard Laing (Headteacher)** who will be happy to provide you with further information.*

	Questions	Walton on the Hill Primary School's Response
1	<p>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"> • Our school is focused on ensuring all children can fulfil their potential in all areas of learning. We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns if a child is not making good or better progress. We use data and other forms of assessment to identify additional needs and celebrate achievement. • Any children causing concern are discussed with the school SENDCo and the Senior Leadership Team to identify any additional support the child may require. • Partnership with parents is a crucial aspect of our work and we actively encourage parents to speak to the class teacher about any concerns they have either through informal conversations or formally arranged progress meetings. • We have a range of in-house expertise in some special educational needs and have a strong network of experts to support any specific needs where we do not have expert knowledge.
2	<p>How will school staff support my child?</p>	<ul style="list-style-type: none"> • We are a small school where every member of our community is valued and all staff will support children with their learning. The class teacher will take prime responsibility for overseeing the provision delivered to any child both through high quality teaching and targeted interventions. • Having identified a child's needs, we seek to match provision to their need. We monitor the impact of interventions through regular meetings and regular tracking of pupil progress using both teacher assessment data and the results from screening and other assessments. • Our whole school provision map shows the range of interventions in place in our school. • If your child is on the school SEN register they will have an Individual Support Arrangement (ISA) written for them which will detail SMART targets and the provision in place to help them achieve these. • If we are unable to find a strategy that shows an impact on a child's learning, we have a network of experts from a range of agencies who are able offer their knowledge to promote positive outcomes for all children. • Our SENDCo works in partnership with all school staff: discussing children with class teachers and offering advice/strategies; over-seeing the delivery of targeted interventions and monitoring their progress; liaising with external agencies and supporting staff to implement advice; reporting information to the Senior Leadership Team and Governing Body.

<p>3</p>	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • We offer an engaging and broad curriculum that all children in our school can access. • Differentiation is embedded in our curriculum and practice to ensure work is both challenging but also enjoyable for all children. • We focus on children's strengths to develop confidence and tailor the curriculum to allow the child to succeed. • Where appropriate the curriculum is personalised to a child and regular learner progress meetings help us to monitor and reflect on the next steps. ISAs are written to support specific aspects of a child's learning. These are discussed with parents and other stakeholders to ensure a consistent approach to supporting a child. • To complement our curriculum we have developed a range of interventions that target specific aspects of a child's learning, as recognised by the class teacher.
<p>4</p>	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Our partnership with parents is a continuum throughout a child's time at our school and not simply an event that takes place 3 times a year at parent consultation meetings. Our open door policy allows for regular catching up and reassurance relating to any aspect of a child's progress. • Those children on the SEN register will have an ISA in place which is reviewed termly. Class teachers will meet with parents each term, in addition to parent consultations, to discuss their child's ISA and progress in relation to their targets. Through this dialogue between teachers, children and parents, provision and support will be reviewed. • Generic updates about how families can support their children's learning are shared regularly through Class Dojo. • We host a number of curriculum/learning events to help families understand what learning is expected and how they can best support their child/young person's need. • Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. • Termly progress meetings are held between class teachers and a member of the Senior Leadership Team to ensure the right support is in place for all children. • Termly SEN clinics are held between each class teacher and the school SENDCo to discuss each child on the SEN register in greater depth.
<p>5</p>	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • Our school offers a safe and nurturing environment based on rigorous safeguarding procedures and core learning values. Our school ethos is underpinned by nurturing principles and these are reflected in the culture of the school. • All members of staff receive safeguarding and child protection training which ensures a safe and happy environment for children. • We have a medical policy in place and all staff regularly attend first aid training with relevant staff completing further medical training as needed. • Our behaviour policy is set around nurturing principles. We employ a restorative approach to any behavioural issues, which focuses on a child recognising why their actions are not appropriate. • Our attendance is high and we regularly monitor levels of absenteeism and take the necessary actions to prevent prolonged unauthorised absence. • We have two trained Emotional Literacy Support Assistant who attends regular training updates and supervision meetings. This provision supports children with all aspects of their emotional well-being such as low self-esteem, bereavement, poor social skills, anxiety etc. • One of our Teaching Assistants is trained in the Drawing & Talking Intervention which offers children an outlet for emotional trauma. • All school staff have received training around Mental Health in Schools and Anxiety.

		<ul style="list-style-type: none"> • We have a School Mental Health & Wellbeing Lead who oversees the wellbeing of all members of our school community; children, staff and parents. • We have both an infant and junior wellbeing club for children to attend, and identified 'time to talk' ambassadors.
6	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • Our staff receive regular training and our teachers all hold qualified teacher status with regular CPD targeting updates to curriculum, assessment or educational philosophy. • We have a number of established relationships with professionals in health and social care. • All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. • All our interventions and support are tracked and monitored by the school SENDCo.
7	What training are the staff supporting children with SEND had or are having?	<ul style="list-style-type: none"> • Our SENDCo is a qualified teacher and is experienced in the field of special needs. She has undertaken training in specific areas of SEN including Autism Spectrum Disorder, Dyslexia, Self-Esteem, Trauma & Attachment, ADHD, Speech, Language and Communication Needs. She completed her National SENDCo Award in January 2021. • Our SENDCo regularly attends SENDCo network meetings to keep up to date with current SEND issues and developments. • We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills & knowledge to deliver wave 2 and 3 interventions. • SEND is regularly discussed at staff meetings and INSETs. Each term the SENDCo delivers a staff meeting with updates/advice/strategies relating to specific areas of SEND, and we regularly call on experts to deliver whole staff CPD (eg. ASD outreach, Speech & Language team, Barnardos). • Some Teaching Assistants and Special Needs Assistants within our school have had training for specific interventions – please see our school provision map. • Our ELSAs attend half-termly supervision meetings with an Educational Psychologist.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • The inclusive nature of our school promotes involvement of all our learners in all aspects of the curriculum, including activities outside the classroom. • Where there are concerns of safety and access, further thought and planning is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning how a child can access a school activity or trip. • Thorough risk assessments are carried out for all trips and visits to ensure the appropriate support has been planned and implemented.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • We have an Accessibility Plan in place and as such we consider our environment to be fully accessible. • We are vigilant about making reasonable adjustments; where possible. • Our policy and practice adheres to The Equality Act 2010. • We monitor the languages spoken by families in our setting and seek support if we need any translation services.
10	How will the school prepare and support my child to join the school, transfer to a new school or	<ul style="list-style-type: none"> • Getting it right from the start of a child's time at our school is something we see as a crucial part of our responsibility. We have a robust induction programme in place for welcoming new learners to our setting, including visiting the child in their existing setting and/or home visits where applicable.

	<p>the next stage of education and life?</p>	<ul style="list-style-type: none"> • We have very good relationships with any feeder settings as well as settings children move onto. • Each year, our teachers and teaching assistants hold thorough transition meetings to ensure vital information about children is passed on to the relevant staff working with the child. • All ISAs, EHCPs and reports are discussed and passed on to the new teacher to ensure they are aware of the child's strengths and needs. • For those children who struggle with transition, we put an enhanced transition package in place to allow them to spend more time with their new teacher/in their new setting in informal situations.
<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"> • All our budgets are closely monitored and aligned to the school development plan. This includes identifying children, or groups of children, that require additional provision to ensure positive outcomes for their learning. • We seek to ensure value for money so all interventions are costed and evaluated through our provision map. • Advice is sought from external agencies, such as Physical & Sensory Support, Specialist Teachers for Inclusive Practice, Speech & Language, and Occupational Therapy. Where needed, specific items are bought for individual children to support their needs.
<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"> • High Quality Teaching (wave 1) is clearly defined in our setting and we expect all staff to deliver this to allow children to learn and reach their potential. • Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their family. The SENDCo oversees all additional support and regularly shares updates with the Headteacher and is closely monitored by the SEND Governor. • We use a range of both qualitative and quantitative data to track pupils' progress in all aspects of their development to ensure our targeted support is having the impact we would expect. • Class teachers have termly pupil progress meetings with members of the Senior Leadership where support for all children is discussed. • Children who are on the SEND register have ISA meetings each term which include the class teacher, child and parents. The SENDCo may also join these meetings when needed. • The SENDCo holds termly meetings with each class teacher to review the support in place for children on the SEN register, it's impact and next steps for that child. • The ultimate decision for the allocation of support will be made by the Senior Leadership Team, which includes both the Headteacher and the SENDCo.
<p>13</p>	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • We whole-heartedly believe in partnering with parents in a two-way dialogue to support a child's learning, needs and aspirations. We operate an open door policy and take every opportunity to strengthen this dialogue. • Parents are invited to contribute through a number of means including volunteering in classrooms for a number of tasks such as listening to readers, helping with arts and crafts or accompanying school trips. • Our Governing Body includes Parent Governors/representatives. • We have a dedicated team of parents who make up our 'Friends' committee and hold a number of fundraising events throughout the year.

		<ul style="list-style-type: none"> • Parents are encouraged to engage in dialogue through their children’s reading record which goes between home and school. • We use Class Dojo as an effective means of communication between parents and class teachers.
14	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • In the first instance, parents/carers who already have children at the school are encouraged to talk to their child’s class teacher. If there is not a satisfactory resolution at this point then we would ask parents to talk to the SENDCo or Headteacher in order to make sure we are providing ample provision for a child. • All members of our school can be reached by contacting the school office. • Surrey County Council have a range of specialist teams that can offer further specific advice on admission, SEND and other provision. • Please see our school website for additional information and links to other services/advice.

Please note that in addition to the information included within this document we have a more detailed **provision map** which outlines some of our interventions that are used within the school to address the needs of children with any specific area of need.