



**Federation of Wallisdean Infant School (*including Wallisdean Pre-School*)
and Wallisdean Junior School**

SEN INFORMATION REPORT

This report has been reviewed by the Inclusion Leaders and the Governors and is deemed to be a good reflection of the support that is provided.

The kinds of special educational needs (SEN) for which provision is made at Wallisdean Federation:

- Wallisdean Federation has a resourced provision for children (4 – 11) with a Hearing Impairment. Pupils admitted to this provision have an Education Health Care Plan and are placed by the Local Authority.
- Other types of need: Communication and interaction; Cognition and learning, Social, emotional and mental health difficulties; Sensory and/or physical needs.

What do I do if I think my child has Special educational needs?

- We pride ourselves on working in partnership with parents to support a child's needs and progress.
- In the first instance talk to your child's class teacher if you require more information, or the class teacher thinks it is necessary, an appointment can be made with the Inclusion Leader. Inclusion Leaders can be contacted via the school office.
- We can also seek support from or signpost to outside agencies when appropriate.
- If you have any concerns within Pre-School, please speak to the Pre-School Manager who can offer information/support and also signpost to other agencies if required.

How does Wallisdean Federation know if my child needs extra help?

- Special Education provision is additional, different or alternative from that generally made for other children in the same year group through high quality teaching.
- Assessment for Learning is used at all times to help us to gain information on your child's attainment (outcome) and achievement (progress) and review strengths, next steps and any additional support that may be needed.
- Your child's attainment and achievement is also discussed in pupil progress meetings with year group class teachers, Pre-School keyworker/manager and members of the Senior Leadership Team, including the Inclusion Leader, to plan support.

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

- We analyse the progress of all children in all areas.

- We monitor the extra provision we provide through provision maps, where a child's progress is measured from the beginning of an intervention, during and after to ensure impact. This data is shared with all staff and the anonymised data is shared with our school Governors.
- You will have termly opportunities to attend Parents' Evening's or Drop in's to discuss your child's progress.
- You will be provided with weekly differentiated homework to work on with your child which is from across the curriculum and based on an area your child is working on. Our topic newsletters also give you tips and ideas on how to support the topic's learning at home.
- When appropriate a home/school link book may be used if more regular communication is needed for your child.
- You can also make appointments with their class teacher and/or the Inclusion Leader to discuss progress when necessary.
- There may also be multi agency meetings involving you and any relevant professionals if outside agencies are supporting your child and school.
- Pre-School record observations weekly which are stored with parents electronically. Progress is assessed and analysed termly with the keyworker reporting to parents termly via Parents' Evening's. Additional meetings can be arranged with the Pre-School manager and outside agencies if required.

How will Wallisdean Federation support my child?

- Wallisdean Federation ensures that HQIT (High Quality Inclusive Teaching) is our first priority. This includes appropriate differentiation. This is provided through different learning styles, types of task, complexity and/or resources.
- Pre-School work closely with outside agencies (Health Visitor, Speech and Language, Portage, Area INCO) to support your child during the Early Years.
- Support staff are used across our schools to provide support in both lessons, as part of HQIT, or for additional interventions. Support staff are well trained in the interventions they lead and have areas of expertise such as Maths or speech/language.
- We also receive support from outside agencies when necessary such as speech and language therapists, specialist teachers, specialist school outreach services or educational psychologists.
- Children (across the federation) with additional needs will have Individual Passports that are created by the teacher, other relevant adults in collaboration with parents and when appropriate the child. These contain strengths, difficulties and strategies to help. These passports are shared with other adults working with the child and are reviewed regularly.

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

- At Wallisdean Federation we have a creative curriculum. We teach through topics which are relevant to your child and based around their interests. We use first-hand experience during

our topics. There is a challenge outcome to be shared with an audience to engage and motivate pupils.

- We follow the National Curriculum and teach Literacy, Numeracy, Science, ICT, Design Technology, Geography, History, Religious Education, Art and Design, PE and Music.
- Our Early Years children follow the Early Years Foundation Stage Profile.

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

- When your child enters our schools the class teacher and Inclusion Leader will note any SEN or additional support needs identified and seek to liaise with their previous school, nursery or pre-school and any relevant outside agencies or professionals.
- Individual progress is discussed at pupil progress meetings and decisions are made on any intervention needed or adaptations to HQT.
- When your child starts at our Pre-School the manager will liaise with you regarding your child's individual needs and seek advice from outside agencies if required, to support your child during their time at Pre-School.
- This may mean small group intervention or individual support. These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. The Inclusion Leader and teachers monitor the success of these interventions, judging their effectiveness by the impact on your child's progress and the application of skills within class. Teachers liaise with other staff to ensure link between interventions and the classroom.

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

- We have ELSA's (Emotional Literacy Support Assistants) who are trained to support your child in the development of emotional literacy. Some of the areas they may work on are emotions, self-esteem, social and friendship skills, anger management and loss/bereavement. This can be 1:1 or in small groups and it can be through play, discussion, activities or games.
- Please feel free to ask the class teacher for an ELSA referral for your child if you feel there are any issues affecting your child.
- If your child requires medicine which is prescribed by a doctor we can administer this when necessary. In association with the school nurse we can also make medical health plans for any other health/medical needs and may seek outside support when necessary from relevant NHS specialists.
- We have School Councils with Councillors from each class to represent the children's voice.
- We have a behaviour policy across the federation that all children are made aware of.
- In Pre-School every child is assigned to a keyworker who will support and be responsible for children's well-being, under the direction of the Pre-School manager.

What training is provided for staff supporting children with SEND?

- Our staff are highly trained through a comprehensive continuous professional development schedule.
- We work closely with specialists who train, guide and advise us so we provide the best support for your child.
- If your child were to enter our schools with a need we had not supported before we would ensure we sought support from their previous setting and relevant outside agencies to plan a smooth transition and ensure we are ready to meet their needs.
- Our support staff have expertise in areas such as speech and language, maths interventions and Emotional Literacy.
- Pre-School have a wealth of experience for delivering speech and language interventions, emotional well-being support, and tailored interventions to suit children's individual needs.

How accessible is Wallisdean Federation's environment?

- The Infant School building is a two-storey building but the accessibility plan, should your infant school child be in a wheel chair, is to use the classrooms on the lower floor.
- The Junior School and Pre-School area are one storey buildings.
- We have adapted our buildings for children with visual or hearing impairments.
- We also take advice and would adapt the environment where possible to meet the needs of your child following specialist advice.
- We are DDA (Disability Discrimination Act) compliant.

How are parents/carers/young people currently involved? How can I get involved?

- You are invited to attend termly Parents' Evenings and Drop-in sessions. There are also open mornings, opportunities to join your child in topic work eg making dinosaur models or Science Day and parent workshops in areas such as Numeracy and Literacy. At the Infant School every Tuesday afternoon there is a Family Reading Session at the end of the day.
- New parents are invited to our schools for a tour and, if necessary, a meeting to discuss their child's particular needs.
- If your child is involved with outside agencies we may have a multi-agency or annual review meeting. Your child's opinion would be voiced in these meetings through the appropriate format.
- We also have a Parent Voice Group with representatives from across the federation.
- Individual Passports are shared with parents and their contribution is valued.
- Pre-School parents are invited to termly Parents' Evening's and half termly Stay and Play sessions. When a new child is starting, settling in visits are required to ensure a smooth transition. Individual passports are created alongside the parents.

What steps should I take if I have a concern about the school's SEND provision?

- Your first step would be to discuss your concerns with your child's class teacher or Pre-School Manager. If you have further concerns please make an appointment to meet with the Inclusion Leader. If you still have concerns please make an appointment to meet with the Head of School and/or the Executive Head Teacher.
- If you are not satisfied with the response you receive from these steps please follow the schools' Complaints Procedure.

How will the school prepare and support my child/young person to join the school or transfer to a new school?

- If your child is transferring to one of our schools firstly we would conduct a school tour, agree a transition programme if necessary, arrange meetings with yourselves and outside agencies when appropriate and ensure resources, planning and adaptations are in place.
- A buddy would also be put in place when your child arrives to support their friendship and social skills and answer any questions.
- We have a transition programme for all children transferring from Infant to Junior School that consists of teacher visits and teaching, three transfer days, playtime and lunchtime visits and a buddy system. If your child is vulnerable at times of transition they may take part in a group who have extra visits . When appropriate, your child may have a transition plan and/or a meeting with parents/carers and relevant professionals.
- We have a transition programme for all children transferring from Junior School to Secondary School that consists of a week or specified days spent at the relevant Secondary School. When appropriate, your child may have a transition plan and/or a meeting with parents/carers and relevant professionals.
- We have a transition programme for all children entering our school into Year R which involves pre-school visits, play sessions, transfer day, parent workshops and home visits. When appropriate your child may have a transition plan and/or a meeting with parents/carers and relevant professionals.
- Pre-School have a smooth transition into Year R with a programme of planned visits/activities within the Year R team.

Where can I get further information about services for my child?

Hampshire's Local Offer can be found at the following link:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>