

MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

The School SEN Information Report

West Wimbledon Primary School

September 2016

1. How does West Wimbledon know if my child needs extra help?

We track the progress of our pupils through termly assessments. The Class Teachers meet to discuss, moderate and review Maths and English assessments, and talk regularly about each pupil's understanding, participation in class, social and emotional skills and about their general well-being. Our Class Teachers, Curriculum Leaders, SENCo and Senior Leadership Team understand age-related expectations. If we have concerns about a pupil we work together to monitor and support them by adapting teaching within the classroom and by providing extra small group support if appropriate using the graduated response (Assess, Plan, Do, Review).

Within our school we have a very wide range of experience of the types of challenges pupils might face, which fall under the 4 main SEND categories namely Cognition and Learning, Communication and Interaction, Sensory and Physical needs, Social Emotional and Mental health. We are experienced in finding strategies which work for our pupils and which make it possible for them to learn successfully.

If a pupil needs additional and different support and provision parents and carers will be asked to meet with us at school to plan this together. We work very hard to ensure that parents and carers understand why we are concerned, what we will do about it, and what improvements we would hope to see happen as a result.

2. What should I do if I think my child may have SEN?

If you are concerned about your child's academic progress or well-being you can talk to your child's Class Teacher, our SENCo, or any member of our Senior Leadership Team. Staff are on duty in the playground before school so that you can speak to us if you would like to. You can also contact us by telephone, email, and Parent Mail, and via home-school communication books for children in our Base. We will be able to offer you a meeting time if needed, and will discuss your concerns and agree together what we can do about them.

Our provision for our pupils includes high quality teaching which we adapt to meet the needs of individual pupils. For pupils who need to catch up, we offer a range of small group support.

We offer small group and individual interventions for pupils with special educational needs, support in class to access the curriculum, and advice and support from our SENCo. We can also obtain advice and support from outside agencies such as learning behaviour and language specialists, our educational psychologist, speech and language therapists, targeted inclusion staff, visual and hearing impairment services, sensory processing specialists, occupational therapists, physiotherapists, our school nurse, our TAMHS clinician (Targeted Adolescent Mental Health in Schools), behavioural specialists, NHS staff and a range of private medical specialists and therapists.

We will discuss your child's progress and provision with you regularly at termly Parents' Evenings. For children on the SEND register because they have special educational needs, your child's Class Teacher will have a termly SEND Support Meeting which our SENCo may also attend.

If your child needs support which requires a high level of funding beyond that available in our school's budget, school and/or parents and carers can apply for top-up funding from the High Needs Funding held by our Local Authority. Ideally, school and parents work together to make this request (called a request for Statutory Assessment). If the request is accepted, Statutory assessments will take place and the level of funding your child may need will be considered. If funding (called High Needs Funding) is granted an EHCP (Education, Health and Care Plan) will be written which will outline the aims for your child.

3. How will I know how West Wimbledon supports my child?

Support plans are developed by your child's Class Teacher, the SENCo and parents/carers.

An appropriate package of support is decided on by considering your child's attainment, their progress, and the things they find difficult. We use termly assessments and our observations of your child at work to help us choose what support might improve your child's attainment and progress and what might make things easier for them at school. We may decide that your child needs additional adults from within school or from outside school to help your child make progress. If this is the case, extra adults (support staff) from within school will work under the direction of your child's Class Teacher and the SENCo and adults from outside school (for example Speech and Language Therapists, Occupational Therapists) will work with the Class Teacher and support staff to oversee specialist support for your child. Professionals from outside school come into school to explain programs of support and show us how to use them with our pupils.

It is not always necessary to provide extra help from within school, but if we judge that extra help is needed, it is always provided. We regularly audit the skills and training of our Class Teachers and support staff to make sure we have the skills to meet the needs of all our pupils.

Our SENCo meets with each Class Teacher termly to look at what improvements have happened in attainment and progress as a result of the extra help a pupil has been given. We talk about the pupil's new attainment levels, progress and about whether the support in place is helping them to catch up with their peers. This helps us to develop the next support plan, which may include more of the same support, or something new and different.

Governors have an assigned SEND Governor who regularly liaises with the SENCo to receive updated Reports – both verbally and written, in order to report back to the fuller Governing Body on progress across SEND in our school. In addition, SENCo will present to the Governors' Learning and Wellbeing Committee on various SEND focus issues.

Governors are appraised of SEND Budgets – both income and expenditure, at the Governors' Finance and Personnel Committee where they have details of staffing needs & issues with respect to managing support for Children with a variety of levels of SEND funding.

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

Teachers use a range of teaching and learning strategies to ensure that pupils of all abilities are able to access the curriculum and are set appropriate and challenging tasks. When we are planning lessons, we include teaching strategies to support children on the SEND register, children who are performing at, above and below expectations, children for whom English is an additional language and children who are more able. We break tasks down into chunks as needed and also use challenging independent activities and extension/enrichment work, differentiating through pace, task and dialogue, and including higher order questioning.

The Class Teacher plans any specific individual programs and interventions in collaboration with the SENCo. If a child needs specialist equipment we will ensure that we obtain it and that our staff are able to help the child to use it during lessons. The Class Teacher is responsible for the overall planning and management of support and supports either an individual or a group of children in class at any one time. If we are aware that our Class Teachers or TAs lack skill in an area where we don't have someone else in school who can help them, we send them on training.

5. How will the school know how well my child is doing?

We track whole school attainment and progress in reading, writing, maths and speaking and listening through termly assessments. Writing is also tracked through assessing a piece of work completed in a Foundation subject such as history. We look at the attainment and progress of various groups including our pupils with SEND, our pupil premium pupils, our pupils with English as an additional language, our more able pupils, ethnic groups, gender groups and groups by term of birth. Individual children are also tracked by the Class Teacher in collaboration with the SENCo.

We track attainment and progress of pupils by recording and analysing the percentage of progress that the children make on a termly basis.

There is a scheme of work for supporting the children's social and emotional development at West Wimbledon Primary School. It contributes to the children's personal development by promoting social and emotional aspects of learning. It provides a framework for teaching discrete lessons. The areas of learning are taught through a topic based approach, which is assessed on a termly basis.

We use teacher observations, the Boxall Profile (which assesses how our children manage their own behaviour and feelings, how they respond to other children and interact with adults and how much they value themselves), our PSHE (Personal, Social, Health Education) lessons, SEAL (Social and Emotional Aspects of Learning) programs, and social skills groups to identify and respond to need. We have a well-established Nurture Group in KS2 and KS1. We have an ELSA (Emotional Literacy Support Assistants) who works one-to-one with children needing support with managing their feelings, an Art Therapist and small Social Skills groups. We have a TAMHS (Targeted Mental Health in Schools) clinician in school regularly to work with parents and children.

6. How will I know how well my child is doing?

We have two Parent and Teacher Consultation Events each year. We communicate with parents in a variety of ways (see section 2 above) and parents are welcome to make mutually convenient appointments to see Class Teachers at any time.

See section 2 above for the ways we keep in touch with parents. In addition to this, the Early Years Foundation Stage parents receive a weekly newsletter, Years 1-6 receive a termly home-links update curriculum information grid, and there is a whole school newsletter which is sent fortnightly.

For children on the SEND register but without an EHCP we look at the child's progress, identify any areas of need, and work out what we are going to do to support progress. Parents meet termly with the Class Teacher to talk about what has gone really well and is working well, and about where we need to put in support and what that support will be.

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The parents and staff keep in touch by email, parent mail, telephone and home-school communication books, as necessary.

In some areas of the school, depending on the children's needs, we observe the children by way of incidental and targeted observations; these observations inform us of how the children are functioning in their environment.

7. How will you help me support my child's learning?

We keep in contact with parents about things which have happened in school by phone, email, notes in your child's book bag, and by letter, in person, and through home-school books.

We hold meetings for parents about the Year 1 Phonics check and about the SATs in Year 6, and we hold meetings about transition from the Early Years Foundation Stage to KS1. We support children and their parents as they transfer from Year 6 to secondary school with meetings with Class Teachers and meetings with our TAMHS clinician.

We offer a range of workshops, led by our TAMHS clinician, on subjects such as promoting positive behaviour, sleep, healthy eating, transition, and dealing with bereavement, separation, and divorce should parents request these.

Class Teachers have a meeting with the parents of children on the SEND register every term to talk about what support is offered and to explain what it will involve. We are very keen to have the views of parents because we feel that parents know their children best. If a child is not on the SEND register the Class Teacher is available daily at pick up times to talk about what support is being offered and to discuss concerns.

Some children have home-school books, where the parents are encouraged to communicate with the staff, as often as needed – often on a daily basis, if required.

Some parents are put in touch with outside agencies, which may be able to provide additional support or guidance, which will benefit their personal circumstances.

As we meet with you throughout the school year, we will, together, discuss your child's needs, as well as any support that child could further benefit your child. This may include adapting the provision slightly, for example, by using a visual timetable to help keep your child focused or it may be that we need to plan to invite external professionals to support us further in meeting your child's needs; these professionals may include, for example, an educational psychologist or an occupational therapist.

8. What support will there be for my child's overall wellbeing? How will my child's personal or medical needs be met?

We have several qualified first aid officers.

Please see section 6 above for our range of pastoral and social support. We work closely with Children's Homecare teams for children with medical needs and can have our staff trained in managing day to day medical requirements such as tube feeding. Our school nurse can help us with care plans for children who need to take medication during the school day.

EWO termly. Class teachers talk to parents about absence concerns and are able to offer support such breakfast club and suggest strategies to help children to get into school on time.

We have play leaders that are encouraged to support their peers to find new friends or play different 'playground games'. A new game is chosen, and introduced by, the children each week. We have an anti-bullying scheme of work, which is taught as part of SEAL (Social and emotional aspects of learning subject in the PSHE (personal, social, health and economic education) subject. These anti bullying based lessons are taught to every year group from nursery through to year 6. Every year, we invite representatives from various organisations to help raise awareness of anti-bullying issues. Staff receive regular training on anti-bullying and safeguarding awareness. Staff are also reminded regularly to be proactive in dealing with any personal or well-being concern; however small - and parents and carers are asked to be proactive in bringing in any concerns about their own child or any other child.

Behaviour Policy sets an expectation that interactions are of a positive kind in order to promote self-esteem and encourage responsible behaviours among children. Restorative Chat questions are used by all staff when dealing with conflict that occurs within the school.

<p>9. How will my child be able to contribute their views on how things are going?</p>	<p>We have a School Council. Two children from each class from years 1 to 6 are elected by the children to represent them in bi weekly school council meetings. At these meetings, the children's ideas are discussed and recorded. We have a 'suggestion box' located outside the main hall, where the children are encouraged to give their suggestions on how to further improve our school; these suggestions are then discussed at the school council meetings. We have a 'worry box' in every classroom for Year 1 upwards, where the children are encouraged to write a note to the children, should they have any 'worry', regardless of how trivial. We do a pupil voice survey for our children with SEND each term and a whole school bullying survey annually. The children complete 'self-assessment' boxes in their books at the end of every lesson, to inform the teacher of whether or not they feel they have achieved the objective of the lesson. The School Council attend SLT and governors meetings once a term.</p>
<p>10. What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Qualified Art Therapist used in Base for Autism and in the Mainstream for needy pupils. • SENCo has the SENCo accreditation from Roehampton University <p>We can obtain advice and support from outside agencies such as learning behaviour and language specialists, our educational psychologist, speech and language therapists, targeted inclusion staff, visual and hearing impairment services, sensory processing specialists, occupational therapists, physiotherapists, our school nurse, our TAMHS clinician (Targeted Adolescent Mental Health in Schools), behavioural specialists, NHS staff and a range of private medical specialists and therapists.</p>
<p>11. What training have the staff supporting my child with SEN had or are having?</p>	<p>Many of our staff are trained to work in specialist areas of special educational needs. We have strong links with local mainstream and special schools.</p> <p>We encourage staff to continually update their skills and knowledge and hold regular staff INSET. Staff working with children who have specific medical needs receive specialised training.</p>

<p>12. How will my child be included in activities outside the classroom including school trips?</p>	<p>Our Inclusion Policy promotes the involvement of all our learners in all aspects of the curriculum including activities outside the classroom.</p> <p>Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. If there is an issue around safety due to behaviour, we would act in accordance with our behaviour policy. Where applicable, parents / carers are consulted and involved in planning.</p>
<p>13. How accessible is the school environment?</p>	<p>We value and respect diversity in our school and do our very best to meet the needs of all our children.</p> <p>Access for wheelchair users is compliant and a parent regularly uses the ramp funded by LA disability access grant in order to gain access to the school entrance.</p> <p>There is a disabled toilet in the Base for autism block on the ground floor. This room also has a shower with seat lift and a pull down changing mat.</p> <p>New families to the school can meet with the EAL team to give information about their child. School seeks to provide an interpreter if required. We have a register of all the languages spoken by our staff and staff often act as interpreters.</p> <p>Our windows are double glazed and we use black out blinds in all rooms to minimise glare on the interactive white boards. Well over 50% of each of our classroom floors is carpeted, and there are plastic or rubber covers on the bottom of all our chair legs which minimises noise when they are moved. Some areas of the school are “low stimulation” environments, which means that distractions such as busy and colourful displays are minimal. Children with visual impairments sit in optimum position in the classroom and we consult the Visual Impairment service about any special adaptations they may need. We have a sensory space for children who need time out in an environment with specific auditory or visual resources, toys, lighting and music. Any specialist equipment required can be purchased from school’s funding or from the funding provided by EHCP.</p>

<p>14. How will the school prepare and support my child when joining West Wimbledon, transferring to a new school or planning for the next stage of their education, employment or training?</p>	<p>Staff carry out home visits for Nursery children joining us, and we offer visit days for new children to attend a Nursery session with their parents. We hold transition meeting for parents of children moving from Early Years Foundation stage to KS1 and from Nursery to Reception. Children moving from one year to the next, or moving into our ARP (Additionally Resourced Provision for children with autism), visit new classrooms, meet teachers, and begin spending time in their new playground. Year 3 continue to attend KS1 Friday assemblies for the first term. Teachers have hand-over meetings at which they receive information about the attainment and progress of their new children and about any special needs and requirements. We support transition from Primary to Secondary school with supported visits to the secondary school, visits by the secondary SENCo to our school to meet the child, meetings for parents, and support for parents and children from our TAMHS clinician. We run transition groups for children with complex special needs in the second half of the Summer term. If children join us mid-year, we give them a tour of the school and they have another child as a buddy for the first few days they are here.</p> <p>We have SATs meetings for Year 2 and year 6 parents, as well as phonics meetings for Year 1 and reception parents. Children remain in the same class for the duration of their school journey.</p>
<p>15. How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.</p> <p>The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.</p> <p>Resources may include deployment of staff depending on individual circumstances. Should a child require more support than we can offer, alongside parents / carers, we would apply for Top Up funding.</p>

**16. How is the decision made about what type and how much support my child will receive?
How will I be involved?**

We discuss your child's progress and provision with you regularly at Parents' Evenings. For children on the SEND register because they have special educational needs, your child's Class Teacher will have a termly SEND Support Meeting which our SENCo may also attend if necessary.

If your child needs support which requires a high level of funding beyond that available in our school's budget, school and/or parents and carers can apply for top-up funding from the High Needs Funding held by our Local Authority. Ideally, school and parents work together to make this request (called a request for Statutory Assessment). If the request is accepted, Statutory assessments will take place and the level of funding your child might need will be considered. If funding (called High Needs Funding) is granted an EHC (Education, Health and Care Plan) will be written which will outline the aims for your child. The EHCP will describe how we will know if your child has met these aims (called outcomes) and what support needs to be in place to help your child meet these aims.

For children with an EHCP, we assess what impact the support has had at termly Pupil Progress meetings and information from these is then shared with parents in a termly SEND support meeting. There is also an Annual Review of the EHCP/Statement at which progress is discussed. For children without an EHCP/Statement, we hold termly Pupil Progress meetings and then SEND Support meetings which include parents.

<p>17. How will I be involved in discussions about and planning for my child/young person's education?</p>	<p>We regularly involve parents and carers in discussions about their child's learning. This may be through:</p> <ul style="list-style-type: none"> - discussions with the class teacher, SENCo and other professionals; - during parents' evenings; - parents / carers are encouraged to comment on their child's SEND Support Plan with possible suggestions that could be incorporated; - end of year report. <p>We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations, and operate an open door policy.</p> <p>Parents are included in all aspects of the decision to request statutory assessment of a child for an EHCP, both in person and in writing. Parents attend Annual Review meetings which assess how the plan is working for the child. For children who do not have an EHCP, but are on the SEND register, parents attend termly SEND support meetings in school.</p>
<p>18. How can I be involved in the school more generally?</p>	<p>Parents are welcomed into Friends of West Wimbledon (FOWW) which works to support the school and to raise funding.</p> <p>Volunteer parents work across our school in various roles, such as reading support, classroom support, trips and clubs.</p> <p>Parent Governors feedback ideas and concerns from the wider parent body.</p> <p>Parents engage in a variety of communication means with the school including completing questionnaires, sending and receiving emails, receiving text alerts, checking website updates and attending a broad variety of meetings – many of them specifically addressing area of parenting and SEND which suit the needs of our parent and pupils in the community.</p>

<p>19. Who can I contact for further information?</p>	<p>As a general rule, the Class Teacher would be the first point of contact for any matter and will either provide all the information required or refer parents on to our SENCo, our Deputy Head Teacher or to our Headteacher.</p> <p>In addition, to ensure easy access and rapid response, parents are able to access members of Leadership Team in the playgrounds at the outset of each school day and their child's Class teacher at the end of each school day during dismissal in the playgrounds. Working parents are encouraged to use the email specifically set up for parents to communicate with Senior Leadership Team and Teachers, as well as leave messages for the Admin Team to network out to Teachers.</p> <p>We commit to turn over concerns with a response within the day or by the end of the next day when 'on the day' is not possible.</p> <p>Staff are adept at promptly and proactively networking information in a variety of ways, if a concern may affect the well-being of any child.</p>
<p>20. What should I do if I am considering whether this is the right school for my child/young person?</p>	<p>Contact the School Office for all Admissions queries or for redirection to the correct member of the Senior Leadership Team with respect to any SEND enquiry.</p> <p>The school's complaint procedure is on the website or can be provided by the Admin Team on request.</p>