

Wallace Fields Infant School and Nursery



SEN Information Report Local Offer Response- Special Educational Needs & Disabilities (SEND)

Reviewed: Summer 2026

Next Review: Summer 2027



Report Introduction:

What is the Local Offer?

The draft Children and Families Bill (2013) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly, what services are available for children with SEND in their area and how to access them. The information below forms our local offer and shows how we have, for many years, provided for children with Special Educational Needs and Disabilities.

1. How does Wallace Fields Infant School know if children need extra help and what should I do if I think my child/young person may have special educational needs? How will Wallace Fields Infant School support my child?

Throughout the year class teachers/subject leaders and the senior leadership team closely monitor the progress of all children in the school, through half termly formal assessments as well as ongoing observations and evaluations of children's progress. If a child is not making the progress that they expect them to in a particular area of learning, they can identify and implement the additional support required. This will also be discussed with parents and the child.

The school uses the Assess, Plan, Do, Review graduated approach where following assessment, support is planned, put into place and reviewed half termly to ensure the support is having an impact on children's progress.

Data is used in conjunction with work scrutiny half termly to ensure the expected progress is being made by individual children. Discussions between the Senior Leadership Team and class teachers regarding data is analysed and support put in place where needed.

The school has a SEND and Inclusion Policy detailing how needs are identified. The SENCO is Kirstie Smith She can be contacted on **0208 394 0647** or contacted via email at sendco.wfis@sfet.org.uk

There is an open-door policy at the school. If a parent is concerned about the progress their child is making, they can initially speak to the child's class teacher or alternatively they can arrange to meet with the Special Educational Needs and Disability Co-ordinator (SENDCo).

2. How will Wallace Fields Infant School support my child?

Wallace Fields Infant School is a mainstream inclusive setting which fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained, to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/ or Physical

Children are supported through high quality teaching and a broad and balanced curriculum with adaptations where needed. There is a full-time teaching assistant in every classroom, and these are deployed to meet the needs of the children. Learning Support Assistants support children under the above headings through adaptations to high quality teaching as well as different interventions. The interventions can take place in group or 1:1 situations and are closely monitored to ensure there is maximum impact on progress. Interventions are planned and overseen by the class teacher and monitored by the SENDCo.

We have An Emotional Literacy Support Assistant (ELSA) who is trained on providing emotional literacy support to children.

For children who require additional support, reasonable adjustments to our practices are made as to comply with the Equality Act (2010).

Our staff are trained in the following areas:

- Supporting children with Speech and Language Needs
- Autism
- Supporting Children with listening and Concentration
- Supporting children with dyslexia
- Supporting children who find spelling difficult
- Developing Phonological awareness in children
- Supporting children with fine and gross motor skills
- Supporting children with Early Years Speech Development
- Supporting children with visual Impairment
- Supporting children with sensory processing difficulties.

When a child is identified as having Special Educational need a support plan is put in place called 'SEND Support Arrangements'. These are written in collaboration with the teachers, SENDCo, parents and the child and are reviewed regularly to ensure the best outcomes for children.

To support each child, a graduated approach to interventions will be put in place. These can be accessed on the schools website and consist of tailor made and research based interventions.

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

As part of the school day and in each lesson, learning will be matched to the individual needs of the children. They will be provided with activities that are appropriate to their level.

We are working towards a person-centred planning approach, where the views of the child are discussed with each individual through the use of 'one page profiles'.

The teacher plans for the individual taking into account the child views about what strategies help them best, as well as the teacher's own knowledge and advice taken from outside agencies.

We have an Accessibility Plan, which shows how adaptations are made not only to the built environment but to the curriculum and how it is accessed.

In order to ensure Wallace Fields Infant School is fully inclusive, children will (in the main) work towards the same learning objective and teachers will make adaptations matched to children's barriers using various procedures. These include the use of word banks, cloze procedure, different learning tools inc. number lines, practical resources, differentiated levels of questioning and scaffolding and use of technology. The level of adult support given, will support children in achieving their learning objectives.

On occasions it is necessary to provide children with a different learning objective, in order to ensure learning is tailor made to match the needs of the child and their individual learning targets. The school also welcomes advice from different professionals as to how we can best provide additional support for our children.

Professional advice may involve internal staff (Head, Deputy Head, SENDCo etc.) as well as external staff such as Speech and Language Therapists, Language Support Teachers, Occupational Therapists, Educational Psychologists etc. We have a school Provision Map that shows the range of additional support taking place in our school for children who require extra help in their learning. All the interventions we use should be effective in supporting the children to make expected progress against the targets we have set for them.

The Governing Body is responsible for monitoring the effectiveness of the provision we have put in place, and the SENDCo liaises with the SEN responsible Governor to regularly to report back on the progress of children with SEND.

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

Through ongoing assessments children's progress is closely monitored and any concerns or celebrations will be discussed with you as the parent. We have an open-door policy where parents are invited to come in and speak to the SENDCo should they have any concerns about the overall progress of their child.

The school has a regular reporting system of a parents evening in the autumn term and summer term and a mid-year written report in the summer term. At the end of the summer term parents are provided with a written statement detailing if their child met the expectations for that year group. For children with Special Educational needs a SEND Support Arrangement meeting is arranged each term to discuss and review targets. As part of your SEND Support Arrangement Meeting details of any additional provision your child is taking part in will be shared with you.

Termly curriculum evenings are also held by the teachers, to help support children's learning at home and these are followed by a question-and-answer session.

Each Class has a parent representative who feeds back any concerns parents may have regarding their child's life at the school. We also have adult volunteers who read with children that we have identified as needing extra reading support in school.

Home activities are provided and advice on how these can be adapted for your child will be provided or discussed with you.

Targets and next steps will be set for the children following a discussion with the children and their parents and at the meeting strategies of how children can be supported at home will be discussed.

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

All pupils are supported with their social and emotional development through the curriculum and at playtimes. Values assemblies take place each week to ensure the school is developing children's personal, social and moral education, as well as their academic education. The school works with parents and children to encourage high levels of attendance. For example, best class for attendance is highlighted each week in the school's newsletter.

The School also has a very strong and supportive ethos and a very positive approach to behaviour management. Reward and acknowledgement are used. Children are expected to follow the golden rules at all times and be intrinsically motivated to do so. Spiritual, Moral, Social and Cultural development (SMSC) is woven throughout the curriculum. For some children a more tailored approach to behaviour may be needed with reward charts to encourage good behaviour.

The school has seven core values; children use the values language with children every day so that children are familiar with the values. The school has a value of the month and children who are seen 'living and breathing' the school values will be awarded with a value of the month certificate.

There is also a school suggestion box, which allows children to write down their concerns, worries or suggestions and these are shared and solved in a weekly assembly. We have a pupil parliament, allowing children to have contribution into the life of the school.

Safeguarding is embedded throughout the curriculum and there are many opportunities to teach the children how to keep themselves safe.

Interventions are implemented for children who require additional pastoral care and nurture groups.

The school has an Emotional Literacy Support Assistant (ELSA) who is able to provide support for children with a wide range of emotional needs through targeted interventions that are overseen by a group of Educational Psychologists.

6. What specialist services and expertise are available at/accessed by the school?

Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with the referral. This academic year the school has worked with:

- Surrey Speech and language service
- Learning Language Support
- Behaviour support
- NHS Occupational therapy service
- CAMHS (Child and Adolescent Mental Health Service)
- NHS Physiotherapy service
- Early Years Support service
- Educational Psychologist
- Sure Start Children's service
- School Nurse
- Autism Outreach

At the start of an academic year, a planning meeting is held with the STIPS team and the Speech and Language Therapy Team to discuss any requirements of these services and to go through staff training needs for the coming year.

7. What training are the staff given for supporting children with SEND?

The School is committed to further developing the skills and knowledge of the staff supporting children with SEND. We do this in the following ways:

- Positive touch behaviour management strategies
- Auditory memory and active listening
- Working memory
- Staff training sessions on supporting children with SEN
- SEND policies
- Code of practice
- National SENCo award/ NPQSENCO
- Supporting children with speech and communication needs
- Precision teaching

- Phonic training
- Maths intervention training
- Autism awareness
- Phonological awareness to support reading and writing
- Supporting children with listening and concentration needs
- Dyslexia

We aim to ensure that all staff working with SEND learners possess a working knowledge of the difficulty, to help them in supporting access to the curriculum.

The SENDCo is responsible for ensuring that staff in the school have the relevant training, to support particular children with whom they are working.

8. How will my child be included in activities outside of the classroom (including School trips)?

We have a holistic approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities, regardless of their needs.

The school carries out risk assessments for all children including SEND children before attending a school trip. Consideration is made for how school trips can be adapted to assist the individual child. Parents or carers are consulted prior to a school trip and asked to attend if necessary.

9. How accessible is the school environment?

The school is on one level. There are small steps to the Year 2 classrooms marked with tape. There is a sloping entrance to the school and accessibility plan is in place for when adaptations need to be put in place.

10. How will Wallace Fields Infant School prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?

Before children start in reception, they have induction afternoons where they will be given the opportunity to meet their new teacher, teaching assistant and become more familiar with the setting. During this time, parents are invited to a meeting with the Head Teacher where routines of the school day will be discussed and there is an opportunity for parents to ask any questions they may have.

When entering part way through a year, children are given a 'buddy' to support with the transition and make them feel welcome at the school. When joining our School from another school or nursery the class teacher/ SENDCo will ensure they have read the child's file and any reports from the previous setting and if appropriate will discuss the child's needs with the previous school or setting.

They will also liaise with parents to ensure the transfer to the school is as smooth as possible. When a child is moving to a new school, transition meetings will take place between current class teacher and SENDCo of both schools. Individual education plans and the individual needs of the child will be discussed as well as ways to make the transition as smooth as possible for the child. These ideas and meetings will also be shared with parents.

When moving school, the additional provision in place to ensure a smooth transition and support our children are:

- Extra class visits
- Social stories
- Taking photographs of the new staff
- Transition books
- Transfer of children's confidential files to new setting
- Parent teacher meetings at Reception Induction

The files contain educational information about the child, which supports a smooth transition as well as a continuous education from one school to another.

11. How are Wallace Fields Infant School's resources allocated and matched to children's special educational needs?

School budgets are closely monitored to ensure the resources are allocated appropriately to match and cater for the needs of the individual children.

The majority of the School's SEN budget is spent on providing support staff in every class to support individual children in their learning. The remaining budget is spent on resources to support individual children's needs. We seek advice from outside agencies as to how to best spend this money, e.g. a child may require specialist ICT equipment in order for them to access learning.

We review the need of the learners in the school and endeavour to put in place provisions in order to be able to cater for these needs. Decisions are made as to whether specific interventions are providing to be affective, both in terms of the time spent on them and the finance used to provide the intervention.

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

As a School all staff are aware of high quality, inclusive teaching approaches in order to meet the needs of all the children. Regular assessments are carried out to make sure children are making good progress and meetings take place to discuss and review the progress of individual children.

If a teacher is concerned about the progress a child is making, despite extra support, discussions between the support staff, class teachers, SENDCo and Head Teacher take place. They then look to make improvements, if necessary, to ensure the best

support is in place for the child. The support given to an individual child will be based on that child's needs, therefore the support for each child may be different, depending on their needs and learning style. Support that has been put in place is reviewed regularly.

Children are spoken to about their learning and what best supports them through the use of a 'one page profile'. Parents are also consulted when a profile is put together. One page profiles are produced in consultation with learners so that teaching staff have overview of the whole child. We feel that it is important to have the views of the learner so that they feel involved in their own learning.

13. How are parents involved at Wallace Fields Infant School? How can I be involved?

The school welcomes working in partnership with parents at all stages of their child's education. We have an open-door policy and parents are welcome to come and discuss their child's needs at any time. We involve parents in school life in the following ways:

- Home activities
- Learning platform
- Parent helpers in school
- A strong and very active PTA
- Class parent representative meeting with the Head Teacher
- Annual questionnaires
- Curriculum meetings
- Parent open mornings
- Grandparent afternoons
- Parents can experience lunchtimes
- SEND Coffee mornings

14. Who can I contact for further information?

Parents can contact the child's class teacher as a first point of contact. The named SENDCo at the school is Kirstie Smith. The Head Teacher is Katie Muir.
Sendco.wfis@sfet.org.uk

A copy of the school's complaints procedure can be found on the school website. The complaints procedure will outline the formal steps the school will take in handing each complaint. Where a resolution between the parent and the school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.