

MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014



SEND Information Report Wimbledon Chase Primary School. September 2019

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For Merton SEN services see Merton Local Offer

<https://fsd.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

<https://fsd.merton.gov.uk/kb5/merton/directory/home.page>

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How does Wimbledon Chase Primary School know if my child needs extra help?

At Wimbledon Chase we identify children that may need additional help or have special educational needs through our **termly tracking meetings** where every child's progress is discussed. The tracking meetings include the Head teacher, Special Educational Needs Coordinator (SENCO), assistant heads and class teachers. Each class is discussed separately with the class teacher. There is an analysis of any concerns highlighted by the termly formative and summative assessments or Early Years Goals. Concerns raised at these meetings focus not only on academic attainment but include health, behaviour, emotional problems and general well being. Following the tracking progress meetings an action plan of support is agreed. Follow the link below to look at the provision maps which outline the support available across the school. <http://www.wimbledonchaseschool.co.uk/all-about-us/sen-provision>

All staff have a good knowledge of age related expectations and child development plus regular training in the identification and support of children with Special Educational Needs (SEN). We have some staff that have specific skills in supporting children with Speech and Language Needs, Social Communication Difficulties, ASD, emotional difficulties and medical needs. The SENCO Mrs Warwick and Assistant Senco Mrs Knapman are available to discuss concerns observed by class teachers; Mrs Warwick makes in class observations if a concern is raised. Mrs Warwick is a full time SENCO and therefore is available daily to support staff in identifying needs.

Identification of needs in Phase One; Early Years. (Nursery and Reception Classes)

Information on a child as a new entry to either Nursery or a Reception class is passed on to us from a range of outside agencies including health professionals, Early Years workers, Children Centre's, external nurseries, child minders and parents themselves. All this information is recorded and passed onto the school SENCO who will liaise with agencies and attend preschool visits with the Early Years staff if necessary. Throughout Early Years a child's progress is constantly monitored with the Early Years profile. If a child does not make age expected progress in any area the staff will put in additional help and this concern will be discussed at termly tracking meetings and with parents. Any area of concern will be further investigated by in-school assessment/ screening in liaison with the SENCO. School screening includes speech and language, intent to communicate, emotional behaviour observations, fine and gross motor skill check list, observation of play checklist. **See Early Years SEN flow chart.** A chronology of concern and intervention will be recorded on an Early Years Individual Education and Support Plan (IESP).

Phase Two (Year 1, Year 2 and Year 3)

The Early Years tracking grid is shared with the Year 1 teachers at transition meetings; the chronology of concern and intervention will be passed on to the new class teacher. The class teachers have a good understanding of age related

development and expectations and will identify any problem areas. National Assessments, the Year 1 phonics test and KS1 SATs tests ensure that areas of concern and lack of progress are identified. Additional in school screening includes phonic check lists, speech and language assessments, reading tests, check lists for co-ordination, specific learning difficulties and Lucid screening test that looks at visual and verbal skills and Boxhall profiles which look at a child's emotional and social progress. Teaching assistants support the class teachers by keeping a record of any concerns they may note when working with the children. A chronology of concern and intervention will be recorded on a mainstream IESP which is reviewed and up dated each term.

Phase 3 (Year 4, Year 5 and Year 6)

Information from previous assessments and interventions is passed on at transition meetings at the end of the academic year. The subject leaders and class teachers monitor every child's progress and attainment against national expected levels and their peers. Besides formal assessments teachers are continually monitoring progress and setting targets. Children have the opportunity to share their concerns at termly 1:1 tutoring sessions when they discuss their work with the class teacher. As with Phase 2 in school assessments and check lists are available to identify specific needs so support can be targeted correctly. A chronology of concern and intervention will be recorded on your child's mainstream IE&SP which is reviewed and up dated each term.

If your child requires additional and different provision you will be invited to a meeting to share concerns and plan suitable support. This provision is recorded on an **Early Years Individual Education Plan and Support Plan (EYS IESP)** or **Individual Education and Support Plan (IESP)** and reviewed termly by the nursery teacher or class teacher. All IESP s are discussed and shared with parents and carers at least termly.

Looked After Children and Previously Looked After Children: Any child who is a Looked After Child (LAC) with SEN or Disabilities will access the same support as any other SEND child in our school. Their needs will be reviewed on a Personal Education Plan (PEP) meeting and the relevant Local Authority who is responsible for the child will be invited to all meetings. Additional support for a LAC child will be decided at a PEP or SEN review meeting. Consideration will be given to the additional needs a looked after child may have besides their SEN difficulties. Previously Looked After Children (PLAC) will be monitored closely for emotional and learning development and will access same support as other SEN children if required.

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

At Wimbledon Chase we would encourage you initially to talk to the nursery staff or class teachers about your concerns. This meeting will be recorded on a contact form and a copy given to the SENCO and/or the assistant head in charge of your child's phase. All staff can be contacted through the school office either by letter, email or a phone call. A request to meet with the class teacher can also be made through a note in your child's home work diary or home communication book.

Some parents prefer to share concerns with the **Parent Support Advisor** Mrs Dotchin who will meet with you and arrange follow up meetings. Information about PSA can be found at <http://www.wimbledonchaseschool.co.uk/parents/parent-support-adviser-psa> and she can be contacted by email at parentsupportadvisor@wimbledonchase.merton.sch.uk

If you have a high level of concern about your child or information from either health professionals or private consultations then you may wish to talk to **Mrs Warwick the SENCO**. She can be contacted via the school office or through an e mail to s.warwick@wimbledonchase.merton.sch.uk Mrs Warwick will meet with you and put in place the relevant response as seen on the SEN flow charts. This may be in school support/monitoring or possibly fast track to requests for outside assessments and support.

If at any time you need independent support to approach the school **Merton Special Education Needs Information and Advice Service** is available for you see <https://fsd.merton.gov.uk/kb5/merton/directory/home.page> and follow the links.

3. How will I know how Wimbledon Chase Primary School supports my child?

Please follow the link below and look at our web page where you will find a link to a description of how we respond to Special Educational Needs at Wimbledon Chase and also two flow charts which give simple outlines of the identification and support process for pupils with SEN.

<http://www.wimbledonchaseschool.co.uk/wp-content/uploads/2010/08/Flow-chart-for-Identification-and-Support-of-SEN-at-WCPS.pdf>

How do you decide on the appropriate package of support?

Naturally our response to SEND varies depending on the age and need of each individual child however the input and support for the children is recorded on individual Education and Support Plans and each child's personalised provision map. This is the '**Cycle of Assess, Plan Do and Review**' seen on the flow chart. You will be involved in describing and considering the needs for your child, setting suitable outcomes and planning support. This plan will be reviewed at least three times a year with you, either at school parent meetings or at additional meetings with the nursery/class teacher and support staff. Assessments, observations, information and concerns from home and school will help to inform this cycle of support.

When planning appropriate support for your child consideration will be given to practise that has been found to be generally effective; nationally, locally or within our school. Strategies that have been successful for your child will also be considered and included in the planning.

How is the use of additional adults to support my child managed?

If additional support from a teaching assistant (TA) is required this support is managed by the class teacher and monitored by the SENCO, assistant heads and reviewed at the termly tracking meetings. (See question one)

If in-class support is provided by a TA the aims of this provision will be to:-

- Increase access to the curriculum.
- Increase your child's academic and social independence.
- Support interventions provided by other professionals.
- Support the class teachers understanding of your child's progress through close observation and recording of misunderstandings, the style of learning and small step progress.
- Provide specific group intervention identified as needed to reinforce previous learning or a gap in learning.

At Wimbledon Chase all TA's who work with individual or groups of children keep a monitoring folder which is viewed by the class teacher and read termly by the SENCO.

How do I know if my child is in an intervention group?

If your child is included in an intervention group you will be informed at one of the IESP planning or review meetings. Interventions are selected from the most recent research for effective support. Information concerning interventions is

given to Subject leaders and the SENCO at the termly leaders meetings that are arranged by Merton. Research also accessed at the Sutton Family trust, dyslexia association, Merton's Language and Learning team etc.

How do outside agencies and professionals input into the package of support and implementation?

Whenever the school wishes to seek advice and support from an agency or specialist not employed by the school you will be consulted and permission sought. Any findings, recommendations and actions will be shared with you and any ongoing role for the specialist will be discussed; any actions included in a new IESP. If the actions suggested by the agency are unable to take place within the class curriculum this will be discussed with you and reasonable adaptations will be made to the timetable.

How do the Governors know what provision is needed?

Mrs Warwick works closely with the SEN Governor to regularly review and evaluate the school's provision and success with SEND. Mrs Warwick provides an annual report to the Governors and with the school bursar annually reviews the schools SEND budget.

How does the school check that the SEN provision is effective?

All levels of provision in the school are subject to regular monitoring and evaluation.

- Individual tracking against EYs goals and development.
- Class and individual tracking of progress in reading writing and maths.
- Observations of whole class, group and individual teaching sessions by SLT and subject leaders.
- Tracking progress of identified groups such as Pupil Premium and Pupil Premium+
- Tracking progress and evaluating the impact of intervention groups using in/out assessments.
- Edukey Provision Mapping.
- Monitoring the social and emotional progress of pupils with **Boxhall profiles**.
http://www.nurturegroups.org/data/files/downloads/4145_2.pdf
- Termly scrutiny of books by subject leaders and members of the senior leadership team.
- For children who can only manage slow step progress monitoring using Performance Indicators for Value Added Target Setting (**PIVATS**) <http://www.lancashire.gov.uk/corporate/web/?PIVATS/14588>
- The Additionally Resourced Provision for children with Speech Language and Communication Needs (SLCN ARP) is monitored by the Senior Leadership Team and Merton SEND Inspector.

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

All children including SEND receive quality first teaching from the class and subject teachers.

Whole class teaching at Wimbledon Chase is adapted to meet the needs of individual pupils through:-

Planning- Tasks are adapted to allow all pupils to participate. Teachers plan using formative and summative assessment thus ensure that learning builds on previous understanding, TA's observations of pupils understanding feeds into this process. The class teacher is responsible to ensure that the needs identified on your child's individual plan are taken into account in the lesson plans.

Delivery- The teacher will use a range of different inclusive approaches to deliver the lesson. Strategies that have been identified as useful for individual pupils will be included and adapted to the particular lessons.

Marking- At Wimbledon Chase we have a system of marking that involves the pupils in developing and evaluating their own learning. The children are given time to follow up individual marking suggestions in their books. See school marking policy.

Support- The class teacher will plan pupil groupings and adult support as required for different lessons.

Tools and equipment – The classroom environment is set up to support children in their learning. Any specific equipment as identified on your child's plan will be provided and reasonable adjustments made. If the equipment required for your child is very specialised then there will be a detailed description of how your child will access specific lessons on their plan. All class teachers in Phase 2 and Phase 3 plan their classrooms to be as dyslexia friendly as possible with visual timetables, learning walls and displays of key words.

How is the whole curriculum differentiated and organised according to need?

Wimbledon Chase is committed to inclusive teaching; staff support each other in Year and Phase groups to plan and organise their lessons to be accessible to every child in their class.

For each subject the teachers plan differentiated learning objectives, structures and strategies to ensure learning is participatory and equitable.

- The class teacher or support staff will work with specific groups giving additional support.
- Timeout cards and space is provided.
- Individual passports for pupils with social communication needs and specific leaning difficulties.
- Social stories to help enable children to access aspects of the school life they find challenging.
- Visual timetables.
- Building Learning Power and Resilience groups and Nurture groups.

- Theraplay for Phase one and two.
- Personalised timetable for children with additional programmes such as OT and Speech and Language.
- A lunch time Nurture group is run daily for children who cannot cope with the longer lunch time break

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

How is progress and attainment measured for all pupils?

Early Years pupil's development is measured against the Early Years goals. These are scrutinised by external assessors annually.

All pupils in Phase 2 and Phase 3 have formal termly assessments in reading writing and maths. These test results are combined with ongoing observation and assessment of the children's progress measured against the government guidelines as provided in the Primary Curriculum. This gives the teachers a clear indication of each pupil's progress, gaps in their learning and comparison of their progress against national averages. See assessment policy for more details.

How does the school track the attainment and progress of groups and individuals?

As described in question one all children are tracked and individual progress is analysed in the tracking progress meetings with the Senior Leadership team. Mr Ellis, the assessment coordinator, tracks and analyses pupil progress across the school. Children are externally assessed at the end of Year 2 with KS1 SATs and at the end of year 6 with KS2 SATs. Many group interventions have their own focused system of tracking and assessment using checklists and in/out tests for comparison.

EduKey will provide a scoring system which gives staff an indication of the impact of interventions.

Pupils with significant needs may be measured by PIVATS (See question 3)

Individual assessments used in Wimbledon Chase include individual reading analysis, phonological screening, vocabulary and verbal narrative assessment, fine motor screening. Speech Language and communication targets set by a Speech Therapist are measured by the Therapist and the school in joint reviews.

How will the school measure the personal and emotional needs of my child?

If your child needs social and emotional support then they may be included with your agreement in a Building Learning and Emotional Power group, Theraplay or in a Nurture group. Some children receive 1:1 Emotional Literacy Support from our ELSA trained TAs.

The progress of pupils with social and emotional needs is measured using:-

- A Boxhall profile (see question 3).
- The B'Esteem profile which is a checklist each child completes.
- Emotional literacy checklist.
- The children use a simple grading chart which enables them to visually show how they are feeling either daily or weekly.
- Younger children's progress with emotional needs can be seen with sticker charts and star target cards which monitors their success.
- Monitoring of children in the play ground by a named TA or teacher.
- Tracking for a timed period in the Nursery or reception class.
- In class observations and checklists of social interaction and behaviour.

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

In addition to normal reporting arrangements what opportunities are there for me to discuss progress with staff?

- Each child who is on the SEN register will have an individual education and support plan that will be planned and reviewed at least termly. These plans will be discussed with you each term. Formal Education and Support Plan meetings are arranged in October and February (See website and Parent mail for dates) with another meeting arranged as an optional parent meeting in July. Additional meetings may be arranged with class teachers/Senco if required.

- All children with an Educational Health Care Plan will have an Annual Review or a six month review if your child is 4 years or under.
- The school has an open door policy and you are welcome to make an appointment to see a member of staff at a mutually convenient time. Arrangements can be made through the office staff or through a note in the homework diary/ communication book. See question 2 for contact details.
- All children have annual school report issued to parents and carers in July.

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

Each term a Year group letter is issued on parent mail or as a paper copy to parents giving them an over view of the curriculum topics that will be covered that term. In the letter there are frequently general ideas for supporting children's learning. Year group letters and topic webs are available on the web-site.

Currently the school buys into "My Maths"– a computer based learning programme for maths that children can access at home at any level they need.

At the end of the summer term both the Nursery and Reception classes arrange parent meetings for parents whose children will be starting the next academic year. These meetings explain the general running and organisation of the Nursery or Reception and give parents advice on how they can prepare their children for the following September.

The school offer various workshops for parents throughout the year. The information of planned workshops are sent via parent mail and are on the school website.

More specific advice is given to parents at individual parent meetings; either with school staff or with outside agencies. The SENCO and the SEN teachers from the SLCN ARP can provide advice on speech and language activities, paired reading, handwriting, spelling etc.

Home work club is free to all pupils once a week and this is run by school staff. Personalised homework can be set for your child in consultation with the class teacher.

If your child is seen by a Merton Educational Psychologist they will suggest strategies for engaging with learning that can be used by you at home with your child. The Educational Psychologist can give you information and ideas on how to support your child at home; a follow up meeting to go through their report can be arranged.

Parents and all children are asked to work together to provide a 'One Page Pupil Profile'. This is to summarise your child's likes and dislikes and anything they find helpful to their learning. These are written at the end of an academic year ready to be passed onto the new class teachers. (see question 9)

8a. What support will there be for my child's overall wellbeing?

8b. How will my child's personal or medical needs be met?

What pastoral and social support is available for my child?

See Anti bullying policy <http://www.wimbledonchaseschool.co.uk/wp-content/uploads/2010/08/Anti-Bullying-Policy2.pdf>

See Equality policy <http://www.wimbledonchaseschool.co.uk/wp-content/uploads/2010/08/Equality-Statement-for-Wimbledon-Chase-Primary-School.pdf>

General Support to promote positive relationships and safeguarding.

- For KS2 pupils there are anti bullying workshops and theatre groups provided annually.
- Training and lessons are given to help children combat cyber or social network bullying.
- Assemblies and Personal and Social Aspects of Learning (PSHE) lessons raise awareness of discrimination and bullying, how to keep yourself safe.
- School has trained peer mediators and buddies to assist in playground disputes.
- There is zero tolerance for bullying and all such cases are reported to SLT, recorded and followed up.

Pastoral and social support available for pupils with SEN.

Each half term there is a meeting which includes members of the Senior Leadership team, PSA, SENCO and Phase leaders and pastoral and social needs of vulnerable children are discussed and action points agreed.

The school has two TAs trained as an Emotional Literacy Support Advisors (ELSA) to work with identified children 1:1 as well as in social groups. The assistant SENCO works with teaching assistants who run the BL&EP groups and plans the SEAL sessions and interventions as identified in the Vulnerable Children meetings, on EHCPs, Educations and Support plans, by outside professionals.

Mrs Dotchin the school PSA also provides support for children who have medical or emotional needs. Mrs Dotchin works with individual parents and families. She will make home visits and be available for drop in chats with parents during school time in her own office.

Every lunch time there is a Nurture Lunch time club which is available for children from any year group for all or part of the lunch break if they are unable to cope with the long lunch play time.

Behaviour support.

At Wimbledon Chase we have a graduated approach to behaviour difficulties. See behaviour policy <http://www.wimbledonchaseschool.co.uk/wp-content/uploads/2010/08/Behaviour-Management-Policy2.pdf>

The Senco and Assistant SENCO draw up behaviour targets and agreements with specific children and their parents; these ensure children with SEND are clear on what they should do, how they can manage their behaviour and who is going to support them. TAs are trained to use 'Comic strip conversations' to help children understand the impact of their actions and words.

For some children the school buys in support from Merton Virtual Behaviour Service (VBS). This team will work with children, school and parents setting targets and suggesting strategies.

If a child is having long term social and emotional difficulties or the family are struggling to support their child the school will call a Team Around the Child meeting (TAC). These meetings gather parents and all the professionals together to share information and come up with an action plan. The information about the child is recorded on a Common and

Shared Assessment form (CASA). This form can be used to request the support and help of additional outside agencies. Parents can use the CASA to share information with other agencies eg health care. School works with Merton Autistic Outreach Service (MAOS) who provide EP and specialist advice for pupils with ASD.

How does the school manage the administration of medicines or personal care? Is there a health care plan? Is training provided for staff?

See the medical policy <http://www.wimbledonchaseschool.co.uk/wp-content/uploads/2010/08/Medicine-Policy1.pdf> Mrs Dotchin and Mrs Brock ensure that the medicines that have to be taken in school are secure and clearly labelled. All medicine is kept in the school office with the exception of individual inhalers. There is a fridge in the school office where medication can be stored if required.

All children with a medical condition or who have to take medication in school have a health care plan. These are drawn up in a meeting with Mrs Dotchin, the school nurse and parents. Copies of the Health Care plans are kept in the school office in the confidential class SEND files and by Mrs Dotchin. Information including a photo about children with severe allergies or health problems is displayed in the working area of the staff room. The mid day lunch supervisors (MDS) are also provided with this information. Mrs Dotchin or Mrs Warwick meet with the MDS team to ensure this information is kept up to date.

Training

All staff have been trained to administer an epipen. All staff has had general training in dealing with epilepsy and seizures. There are trained first aiders in school. Some staff have trained to use feeding pegs.

9.How will my child/young person be able to contribute their views on how things are going?

Every July all children and families will be invited to provide a **One Page Pupil Profile** for every child. This gives families and children the opportunity to describe briefly likes and dislikes plus what works well for that child. A paper copy of the One Page Profile can be collected from the school office or a blank form sent via e mail at any time in the school year if a family missed the July information from the class teachers.

All children in KS2 have an opportunity to discuss their learning targets 1:1 with their class teacher twice a year during academic tutoring weeks. Some children are given longer to share their priorities and concerns; these are generally the children in receipt of pupil premium and SEN pupils.

All children in KS2 get an opportunity to contribute their views about the school on a questionnaire in the summer term. The pupils run a school council and we encourage at least one of the children with SEN to be a member.

Children with Education Health Care Plans have an opportunity to share their views at an Annual Review. Children can also attend the parent teacher meetings and the IESP review meetings.

How will the school support my child to do this?

- Nursery and Early Years staff observe pupils and identify activities the children enjoy the most.
- Questions that allow children to express not only likes and dislikes but how they feel about different aspects of school life.
- Questions for Annual reviews that allow the children to think about what they want to learn and their next steps.

Children with literacy or communication difficulties including the children in the Speech and Language Provision are given a variety of different ways to contribute their views.

- The Blob tree to communicate how they feel about different experiences.
- Simple scaling charts.
- Questions written in Communicate in Print – this adds pictures to the words.
- Photos to scale or order.
- Speech bubbles and a variety of pictures to help them explain their views.

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

The school is able to access all the services provided by **LB of Merton SEND department**. These include Educational Psychology service, visual and hearing impairment service, virtual behaviour service, language and learning service and translation service. See Merton SEN local offer at

<https://fsd.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

The school budgets annually to buy in 'buy back' services.

As the school has an ARP for SLCN there is a Merton speech therapist on site two and half days a week. Although the therapist cannot see children outside of her designated caseload she offers advice and suggestions to staff about children with language difficulties. See our website for details about the Speech and Language Provision.

<http://www.wimbledonchaseschool.co.uk/all-about-us/slcn>

Children in the Early Years are referred to the **NHS clinic speech therapy** service if any problems are detected. This service sees children under statutory school age.

The school accesses the **school nursing service** and a named school nurse.

Support can be requested from **Merton Autistic Outreach Service** (MAOS) based at Cricket Green School.

Staff in Nursery and reception classes access support from **Portage and Early Years Inclusion team**

School has used **Jigsaw4u** to support bereavement.

The school consults staff from Cricket Green and Perseid schools about specific children.

Wimbledon Chase has a very experienced team of staff as previously the school accommodated an ARP for children with moderate learning difficulties (MLD) and now Speech Language and Communication Needs (SLCN).

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

At Wimbledon Chase we are committed to develop the knowledge and understanding of all staff to support children with SEN. Recent whole school training 2016 to 2019 has been on the following:-

- Attachment disorder; how this can be identified and supported in the classroom.
- Inference in reading.
- ADHD training.
- Dyslexia; how this impacts pupils learning and how staff can make adaptations to their teaching to support children with dyslexia.
- ASD training and awareness.
- Speech and Language training for Teaching assistants and teaching staff.
- Enhanced Accreditation for SLCN from Primary Talk. www.ican.org.uk

- Lego therapy training.
- Comic strip conversation training.
- Epi pen training.
- Link programme with Anna Freud Centre for Children and Families.

Specific training

- The SENCO has completed post graduate training on children with speech language and communication needs; has trained to use screening tests (Renfrew Language tests, British Picture Vocabulary Scales (BPVS), Phonological ability battery (PhAB), Lucid COPs and LASS diagnostic tests, plus diagnostic testing for reading and spelling), attends the termly SENCO meetings where information about most recent research and information about local services is disseminated.
- EYs staff, Inclusion TA, SENCO, ARP staff, trained in Makaton and Sign-a-long
- Six teaching assistants have completed the EKLAN training which is to support children with Speech and Language difficulties and ASD.
- ARP staff, SENCO and Assistant Senco in use of PECs, social stories and comic strip conversations, TEACCH.
- The school employs a dyslexia tutor who has OCR Level 5 Certificate in Teaching Learners with Specific Learning Difficulties (Dyslexia), Helen Arkell Dyslexia Centre
- 2 TAs with ELSA qualification.
- TAs and staff trained in supporting children with hearing aids and using a radio aid.
- Ms Augustin, Mr Ellis, Mrs Warwick and Mrs Dotchin are designated staff for child protection and safeguarding with annually updated training.
- Fifteen first aiders;
- Mrs Dotchin Medical officer – administering emergency medication.

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

All possible adjustments are made to ensure every child can be included in each aspect of the school life including clubs, day and residential trips.

How are parents and carers involved in planning school trips?

Most school trips take some parents to support the school staff. If you feel that it is important that you accompany your child on a trip then you should talk to your class teacher or the Assistant head teacher for your child's phase.

If a child has a physical/medical disability then a discussion will be held before the trip to ensure that all risks and problems have been considered. A pre-visit to the destination would have taken place with a risk assessment that would be seen by the head teacher. Additional school staff will be allocated if necessary and indicated by risk assessment.

Social stories are written for children with ASD and they are prepared for the event. Social story would be shared with you so it can be read and discussed at home prior to the visit.

All parents are encouraged to share their knowledge of their children and how they may behave in other environments so we can prepare and anticipate obstacles.

Who completes the risk assessment and how are they signed off?

Class teachers in collaboration with their year group will compile the risk assessment. Individual risk assessments are written with parents, SENCO class teacher and child as relevant. All are seen and signed by the head teacher or member of the senior leadership team.

How are all activities made as inclusive as possible?

- Ensure additional staff are available.
- PE coordinator has attended SEND PE/games training and can advise staff on how to differentiate PE lessons.
- Social stories and visual support is prepared.
- Peer buddy system
- Pupil passports so all adults in the school can see what works and what is needed by specific children.
- Children with SEN are encouraged and supported to try new activities by staff and peers.
- School is physically accessible including lift.

13. How accessible is the school environment?

- The school is fully wheelchair compliant with ramps and a lift to the first floor.
- There are three disabled facilities in the mainstream school.
- The nursery and reception areas have facilities to change nappies.
- Arrangements are made for Merton transport to deliver children safely to the most accessible entrance/exit.
- Each year group has at least one classroom with acoustic ceiling tiles.
- All classrooms have blinds on the windows.
- The three sets of stairs have visual markings on the edge of the stairs.

How would required improvements to the auditory or visual environment be made?

The school has had visual audits by the VI service and have followed up all the suggestions to ensure a safe environment for visually impaired pupils.

Laptops and I Pads are available.

The school continually updates the accessibility plan as part of the school development plan.

Any specific requirements for change would be discussed at a Governors meeting

The Head teacher, Senco and SEND Governor audit the schools accessibility.

How would any specialist equipment which is needed be acquired?

As part of any transition process into Wimbledon Chase a discussion would be held with you and other professionals about any specialist equipment required by your child.

Equipment would be bought or borrowed from the most appropriate source.

In our experience smaller pieces of equipment are sometimes lent to the school to trial their success in the classroom or nursery.

14. How will the school prepare and support my child when joining Wimbledon Chase School, transferring to a new school or planning for the next stage of their education?

If your child is joining either our Nursery or a reception class then any start of a child with SEN or disability becomes part of the general process for starting school. There are open days and information evenings/afternoons for all parents to which you would be invited.

A young child with significant needs is usually introduced to us with the support of either Portage or the Early Years Support and Inclusion team some weeks prior to the official start date. (See Merton Local Offer for Early Years)

<http://www.merton.gov.uk/learning/edinclusion/sendis/earlysupportservice.htm>

Individual visits for parents and their children are arranged.

School staff, including the SENCO visit the child either at home or in another nursery setting.

Information is exchanged.

A personalised transition is planned with school, parents, EYs Support service and other relevant professionals. We carefully consider the classroom, the peer groups (if known), and your child's own needs and personality.

Extra support is arranged if required.

Initial EYs IESP is drafted in preparation.

Whether your child is joining a mainstream class or the SLCN ARP a very similar process takes place. Information will be exchanged and we will start to prepare for your child's needs. Currently we receive all the paperwork that is available from the Merton SEND team.

Once we are informed that your child will be starting at our school you will be invited in for a meeting with the SENCO and the head teacher.

A personalised transition plan will be drawn up in consultation with you and the teacher including a suitable start date. Other relevant professionals such as Speech Therapists will be informed. The SENCO will speak to the existing school, if felt useful and possible visits to the existing school may be arranged.

Your child will have the opportunity to have a walk around the school and ask questions. If suitable they may be taken round by one of their peers.

A draft support plan will be put in place with a focus on settling in and making new friends.

When your child starts peer buddies will be carefully chosen to help your child.

All paperwork from the existing school will be requested by Wimbledon Chase.

How do you support the child/young person and family in planning and preparation and moving on?

For children with EHCPs or statements

We start initial discussions about high school in an annual review in Year 4 and year 5. We help families think about the next suitable school. Suggesting they visit a selection of possible high schools to give themselves a clear picture of the type of schools that are available locally. We will provide contact details of schools of which we have some personal knowledge. Additional support for school selection is available from Merton independent support advisor Ms Fran Turko. franturko@merton.gov.uk

A senior caseworker from the Local Authority will attend the Year 5 review and provide parents/carers with information about maintained and non- maintained high schools.

We support pupils on Merton SEND high school open days; One of our TA's will meet vulnerable children at the high school and help them on their visit.

For ASD pupils we arrange for them to have copies of the high school timetable and possibly photographs of the high school to reduce their anxiety.

For the Year 6 we will invite a representative from the chosen high school either to the annual or a transition review. We encourage the children to prepare some questions and to show some work they are proud of.

Some children with a high level of need may have a personal passport of information which can transfer with them to high school

Most Merton secondary schools have open days for the new Year 7 pupils with extra days for children on the SEN register.

Children with lower level of SEN needs.

All information is exchanged directly with the high school SENCO and Inclusion team at a transition exchange day planned by Merton SEN Team. A discussion is held about each child and all paperwork is securely passed on to the high school.

Any school not at the transition meeting is contacted by the SENCO Mrs Warwick; a phone discussion about the child is held. Arrangements are made for families to speak to the relevant staff at receiving schools if the families wish this to happen.

15. How are the school's resources allocated and matched to child/young person's special educational needs?

At Wimbledon Chase the allocation of resources is done on needs as identified by the process previously described. Children can require different levels of support over their academic career; therefore the amount can vary from year to year. Each child's personal provision map and termly Education and Support plans will track the amount of resources that is being provided.

The SENCO, head teacher and the school bursar work closely together at the beginning of each financial year to ensure there is sufficient funding to buy in outside services and provide enough Teaching Assistant cover from the schools allocated budget. The allocation of the schools SEND budget is monitored by the school's governing body; an annual report is submitted to the Governors by the SENCO and Bursar.

Nursery Funding.

Lower level SEND funding (children who do not reach criteria for an EHCP) for children in the Nursery is provided through Merton Early Years Inclusion team. The school applies directly to this Early Years panel and parents are involved in this process. School, parents and the Early Years Inclusion Team work closely together to identify the needs and level of funding.

What happens if the funding is not adequate to meet my child's needs?

If a child's needs require resources and support that are in excess of the money delegated to Wimbledon Chase for SEND then the SENCO with the support of the parents will make an application to the Local Authority for higher level funding and an EHCP. (See flow chart <http://www.wimbledonchaseschool.co.uk/wp-content/uploads/2010/08/Flow-chart-for-Identification-and-Support-of-SEN-at-WC>) While waiting for this process to be completed the school would not deny a child any support that had been identified as essential for their inclusion and sustained progress.

If a child already has an EHCP and additional funding is required an interim review would be called by the SENCO; all evidence for the increased need would be collated then submitted to Merton SEND team for further consideration. Applications for higher level funding have to be evidence based, plus the school must demonstrate with clearly priced individual provision maps that funding for a child has and will continue to exceed the amount delegated to the budget.

See also Merton Local Offer.

<https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

How can we be sure that decisions are made based according to needs, not on available resources?

As previously stated the provision of support for SEN is done on identified needs not on resources. Like all schools we have to take into account the requirements of all children and in some situations it is possible for children to share resources and adult support. Like all services there are waiting times and times when children with severe needs have to be fast tracked through the process. However by having transparent conversations with you we would hope that you would understand any decision would have the best outcome for your child at its heart.

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

The decision about the type and amount of support your child will receive would be a joint decision. If your child's needs are highlighted at a termly tracking meeting then an action plan of support will be proposed and then discussed with you. The discussion would outline the reasons for that decision and the planned outcome of any different or additional support. If your child has more 'significant needs' then outside professionals such as an Educational Psychologist would be consulted and involved in the planning process. **Significant needs** would include children who did not make sustained progress from their starting points despite interventions, a lack of progress compared to their peers, changes in behaviour or emotional needs or a specific area of difficulty.

The whole cycle of assessing, planning, doing and reviewing progress and development ensures that we continually review the type and amount of support we provide to children. <http://www.wimbledonchaseschool.co.uk/wp-content/uploads/2010/08/Flow-chart-for-Identification-and-Support-of-SEN-at-WCPS.pdf>

Any interventions will be reviewed termly; the impact of the intervention is measured. Interventions and support follows professional advice or has a strong national or local recommendation. The class teacher will discuss with you the purpose of the intervention and hoped for outcomes. These will be recorded on IESPs of which you can have a copy.

17. How will I be involved in discussions about and planning for my child's education?

- Parent's first point of contact in the school is the nursery staff or the class teacher.
- If the class teacher has a concern about your child you will be invited in for a discussion about this. This meeting will be recorded on a consultation form.
- If the support that the teacher has identified for your child is additional to or different from the general differentiation in the class then your child will have an individual education support plan with clear targets and success criteria.
- On the Education and Support plan there will be a brief description of your child's strengths and weaknesses. You will have an opportunity to contribute to this information as you are the 'expert' on your child.
- The IESP will set out specific targets for your child with a clear description of the success criteria and how that criteria is to be met. Many of these targets and actions will involve you in your child's learning whether it is to follow a spelling strategy or re enforce a behaviour programme.
- The children will know the expectations for their next steps in learning or development.
- If the speech therapist is working with your child she will also set targets and activities that are sent home. The speech therapist tries to meet as many parents as possible on parent evenings or will phone and speak to them.
- An Educational Psychologist will want to meet with you before seeing your child to gather your information and knowledge of your child's progress. The EP report when written is shared with you and you also have a copy of the report. You will have an opportunity to ask questions and respond to the report.
- If English is not your first language we can provide Merton interpreters at important meetings. Among the staff we have a range of spoken languages that may be able to help plus you are welcome to invite a friend or relative to help you at any of the meetings.

18. Who can I contact for further information?

If you are considering the school for your child who already has identified special education needs then you can arrange either a meeting or telephone conversation with the SENCO **Mrs S Warwick**.

s.warwick@wimbledonchase.merton.sch.uk You can phone or email the school office to arrange a meeting.

If you are still exploring options you can view the school and have a general tour of the school by arranging a general tour through the school office. Please also visit the school website which will give you an overall flavour of the school.

<http://www.wimbledonchaseschool.co.uk>

Contact detail: Phone (8:30 am to 4:00pm) 020 8542 1413

E mail wcps@wimbledonchase.merton.sch.uk

If you are worried about your child and wish to talk to someone beside the class teacher our school has an open door policy. Jill Augustin Head teacher, Mrs S Warwick SENCO and the Assistant Head Teachers are available during the week to meet with you. This can be arranged through the school office staff.

Mrs S Dotchin Parent Support Advisor is available most days to talk to parents, besides formal meetings she is around in the play ground before and after school to chat to parents.

<http://www.wimbledonchaseschool.co.uk/parents/parent-support-adviser-psa>

For information about services provided by Merton search the **Merton Families Services Directory**, Special educational needs and disabilities local offer: <https://fsd.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

Complaints:

If you have any complaints please see the complaints policy <http://www.wimbledonchaseschool.co.uk/wp-content/uploads/2010/08/Complaints-Policy1.pdf>

Or you could contact one of the school governors to discuss your concerns if you did not wish to directly talk to one of the school staff. <http://www.wimbledonchaseschool.co.uk/all-about-us/governors>

Independent Advice

Merton Information and Advice Support Service is independent and available for all parents who have pupils with SEND.

Contact is fran.turko@merton.gov.uk or phone Joseph Hood School where the service is based. **020 8543 8854**

19. What should I do if I am considering whether this is the right school for my child?

- Arrange a visit to the school through the school office.
- Look at all the information on the school website <http://www.wimbledonchaseschool.co.uk/contact-us>
- Make an appointment with the SENCO Mrs Warwick. Bring any paperwork you may have for discussion with the SENCO.
- If your child is at another school or nursery talk to the staff and get their opinion.
- If your child is below school age contact the Early Years Inclusion team.
<http://www.merton.gov.uk/learning/edinclusion/sendis/earlysupportservice.htm>
- If your child already has an Education Health Care Plan or an application for one has been submitted to the Local Authority SEN department contact your **case worker**.
- If your child has significant needs and is four years or younger talk to the Early Years Inclusion team.
www.merton.gov.uk/...usion/sendis/targeted_inclusion_team.htm
- Look on the Merton SEN web site for advice on admission to schools.
- If you have difficulties or need support contact your **Local Authority through the local directory**..
- For Merton residents contact **Merton Information and Advice Support Service** fran.turko@merton.gov.uk . If you are from another borough your local council website and family directory should have the details of your independent parent partnership service.