MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

SEND Information Report

Wimbledon Chase Primary School.

September 2026 – September 2027

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For Merton SEND 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 Headteacher, Special Educational Needs Coordinator (SENCo), phase leads 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 needs and general wellbeing. Following the tracking progress meetings an action plan of support is agreed and discussed with parents when necessary. The SENCo holds termly SENCo surgeries with class teachers to discuss any concerns they have, share support strategies and discuss best practice. The school follows a graduated approach to identifying and monitoring pupils' needs. (See Graduated approach at WCPS)

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 and Disabilities (SEND). Our staff are skilled in supporting children with Cognition and Learning, Speech, Language and Communication Needs, Social, Emotional and Mental Health
Needs and Physical and Sensory Needs. The SEND Team - SENCo Miss Stewart and Deputy SENCo Mrs Crane - are available to discuss concerns observed by class teachers; both carry out in-class observations and screenings if a concern is raised and provide support.

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 Centres, external nurseries, childminders and parents themselves. All this information is recorded and passed onto the SEND Team 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 on Tapestry (online resource which can be accessed by parents). 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 then with parents. Areas of concern can 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 checklist, observation of play checklist. ***See Early Years***

SEND 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 foundation tracking 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 screenings include phonic check lists, speech and language assessments, reading, maths and spelling assessments and checklists for coordination and specific learning difficulties as well as the Boxall profile which look at a child's emotional and social progress. Support 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 updated 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. As with Phase 2 in school assessments and checklists are available to identify specific needs so support and be targeted correctly. A chronology of concern and intervention will be recorded on your child's mainstream IESP which is reviewed and updated 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 I**ndividual Education and Support Plan (IESP)** and reviewed termly by the nursery teacher or class teacher. All IESPs are discussed and shared with parents and carers termly. Wimbledon Chase uses online software called Provision Map, by a company Edukey, to produce the IESPs.

Children who are Looked After (CLA) and Previously Looked After Children (PLAC): Any child who is Looked After (CLA) with SEND or Disabilities will access the same support as any other SEND child in our school. Their needs will be reviewed

at 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 CLA will be decided at a PEP or SEND review meeting. Consideration will be given to the additional needs a CLA may have besides their SEND difficulties. Previously Looked After Children (PLAC) will be monitored closely for emotional and learning development and will access the same support as other SEND children if required. Mrs Crane is the designated teacher for CLA and PLAC.

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 SEND Team. 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 homework 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/parentsupport-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 the SEND Team. They can be contacted via the school office or through an email to inclusion@wimbledonchase.merton.sch.uk . Miss Stewart or Mrs Crane will meet with you and put in place the relevant response as seen on the SEND 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 Educational Needs Information, Advice and Support Service (MIASS).**
https://directories.merton.gov.uk/kb5/merton/directory/service.page?id=UbctjyNM-NU&localofferchannel=1_2

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

Our response follows the Code of Practice 2015 and the assess, plan, do review process. We also follow the Merton Ordinary Available Guidance (OAG).

Please look at web page https://www.wimbledonchaseschool.co.uk/key-information/send-and-inclusion/ for information on how we respond to Special Educational Needs at Wimbledon Chase and the graduated response. You will find two flow charts which outline the identification and support process for pupils with SEND.

How do you decide on the appropriate package of support?
Our response to SEND varies depending on the age and need of each individual child. The input and support for the children is recorded on Individual Education and Support Plan (IESP). This is part of the graduated approach: **Assess, Plan Do and Review** seen on the flow chart and described in the 2015 Code of Practice. You will be involved in discussing 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 support.

When planning appropriate support for your child, consideration will be given to practice 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 support assistant (TA/LSA) is required, it is managed by the class teacher and monitored by the SEND Team, assistant heads and reviewed at the termly tracking meetings. (See question one).

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

- Increase access to the curriculum by reducing barriers and adapting learning. Increase access to the curriculum by reducing barriers and adapting learning.
- Increase your child's academic and social independence.

- Support interventions provided by other professionals.
- Support the class teacher's 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 embed previous learning or a gap in learning.

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 parent review meetings. Additional interventions and provision are recorded on IESPs or provision maps. Interventions are selected from the most recent research for effective support.

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 your permission will be sought. Any findings, recommendations and actions will be shared with you and any ongoing role for the specialist will be discussed and actions included in their IESP. If the actions suggested by the agency are unable to take place within the class, this will be discussed with you and reasonable adaptations will be made to the timetable.

How do the Governors know what provision is needed?
The SENCo, Miss Stewart, works closely with the SEND Governor to regularly review and evaluate the school's provision and success. Miss Stewart provides an annual report to the Governors and with the school bursar, they annually review 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 Boxall profiles.
- Termly scrutiny of books by subject leaders and members of the senior leadership team.
- Learning walks and drop in observations by subject leads and SLT.
- For children who are working below Key Stage Expectations, small step progress monitoring using Performance Indicators for Value Added Target Setting (BSquared).
- The Additionally Resourced Provision for children with Speech Language and Communication Needs (SLCN ARP) is monitored by the ARP Lead, SENCo, 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 ensuring 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. Planning is also guided by Merton Ordinarily Available Guidance (OAG), which sets out the support, strategies and adjustments that should be in place for all pupils, including those with SEND, as part of high-quality everyday teaching.
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, linking with Merton Ordinary Available Guidance (OAG).

- The class teacher or support staff will work with specific groups giving additional support.
- Movement breaks and flexible space is provided.
- Social stories to help enable children to access aspects of the school life they find challenging.
- Visuals including timetables.
- Social and emotional groups and interventions, with links to Zones of Regulation.
- Theraplay Sunshine Circles for Phase One and Two.
- Personalised timetable for children with additional programmes such as OT and Speech and Language.
- A lunchtime Nurture group is run daily for children who benefit from support during 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 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. Children are 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.

Pupils with significant needs, who are working below key stage related expectations, may be measured by BSquared (See question 3).

Individual assessments used in Wimbledon Chase include individual reading analysis, phonological screening, maths assessment, vocabulary, verbal narrative assessment and fine motor screening. If a child has Speech, Language and Communication need, their targets are set and measured by a Speech 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

Social, Communication and/or Emotional group including Theraplay and Drawing and Talking. Some children receive 1:1 Emotional Literacy Support from our ELSA trained Teaching Assistants.

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

- A Boxall profile (see question 3).
- Emotional literacy checklist.
- Zones of Regulation toolkit.
- 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 playground by adult.
- 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 (IESP) that will be planned and reviewed termly. These plans will be discussed with you each term and targets will be shared.
- All children with an Educational Health Care Plan (EHCP) will have an Annual Review or a six-month review if your child is 4 years or under. This is in addition to the termly IESP meetings.

- 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 an annual school report issued to parents and carers in July.

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

Each half term a year group newsletter is sent to parents giving them an overview 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 website.

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 offers various workshops for parents throughout the year.

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 and learning.

If your child is seen by an outside professional e.g. Merton Educational Psychologist (EP). 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-BullyingPolicy2.pdf

See Equality policy http://www.wimbledonchaseschool.co.uk/wp-content/uploads/2010/08/Equality-Statement-forWimbledon-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.
- The school is working towards the Unicef Rights Respecting schools award.

Pastoral and social support available for pupils with SEND.
Each half term there is a meeting which includes members of the Senior Leadership team, PSA, SENCo and Phase Leaders where pastoral and social needs of vulnerable children are discussed and action points agreed.

The school has four TAs trained as Emotional Literacy Support Advisors (ELSA) to work with identified children 1:1 as well as in social groups. The SEND Team supports staff to plan and deliver social groups and interventions as identified in the Vulnerable Children meetings and SENCo Surgeries, on EHCPs and Support plans, by outside professionals.

Mrs Dotchin, the school PSA, 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 Lunchtime club which is available for children from any year group for all or part of the lunch break if they need support during lunch play time.

Behaviour support.
At Wimbledon Chase we have a graduated approach to behaviour and we foster a sense of belonging to encourage positive behaviour. See Policy 'Management of Positive Relationships and Behaviour'.

The SEND Team draws up positive behaviour targets and agreements with specific children and their parents; these ensure children with SEND have a clear understanding of expectations and support. Staff are trained to use Zones of Regulation, Comic strip conversations, Emotion Coaching and the Reflection Booklet to help children understand the impact of their actions and words. All staff and pupils refer to Zones of Regulation to help them understand the link between their emotions and their behaviour.

For some children the school buys in support from Merton SEND Support and Inclusion Service (MSSIS). This team will work with children, school and parents setting targets and suggesting strategies. School can also seek support from Merton Autistic Outreach Service (MAOS) who provide EP and specialist advice for pupils with ASD.

If a child is having long term social and emotional difficulties or the family is 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.

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 the office team 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 midday lunch supervisors (MDS) are also provided with this information. Mrs Dotchin meets with the MDS team to ensure this information is kept up to date.

Training
All staff have been trained to administer an EpiPen, as per Benedict's Law 2026. All staff have had general training in dealing with epilepsy and seizures. There are trained first aiders in school.

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 briefly describe 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 email at any time in the school year if a family missed the July information from the class teachers.

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 SEND 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. Shared with parents via Tapestry.
- 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 Widgit – this adds pictures to the words.
- Blanks Level Questioning.
- 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 Merton SEND department. These include Educational Psychology service, visual and hearing impairment service, MSSIS, language and specialist teachers. See Merton SEND local offer at https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0

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

As the school has an ARP for SLCN there is a Merton speech therapist on site two 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 and Occupational Therapy if any problems are detected. This service sees children under statutory school age and can be accessed via GP service. 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**.

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

At Wimbledon Chase we are committed to developing the knowledge and understanding of all staff to support children with SEND. Whole school training has been on the following:-

- Attachment disorder and trauma; how this can be identified and supported in the classroom.
- Emotion Coaching.
- 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/DLD training.
- Lego therapy training.
- Comic strip conversation training.

- Zones of Regulation.
- Epi-pen training.
- Link programme with Anna Freud Centre for Children and Families.
- Attention Bucket.
- Neurodiversity Training.

Specific training

- The SENCo and Deputy SENCo have both completed National SENCo Award;
- The SENCo and Deputy SENCo have been trained to use screening tests (Renfew Language tests, British Picture Vocabulary Scales (BPVS), Phonological ability battery (PhAB), Lucid COPs and LASS diagnostic tests, plus diagnostic testing for reading, spelling and maths. They attend the termly borough SENCo forum meetings where information about most recent research and information about local services is disseminated.
- Some teaching assistants have completed the EKLAN training which is to support children with Speech and Language difficulties and ASD.
- Some staff have been trained in use of social stories and comic strip conversations.
- One members of staff has achieved Level 5 Certificate in Teaching Learners with Specific Learning Difficulties (Dyslexia), British Dyslexia Association (BDA).
- 4 TAs with ELSA qualification.
- Trained first aiders;
- Mrs Dotchin Medical officer – administering emergency medication.
- There is a Safeguarding team from the senior leadership team whose training is updated annually.

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 for your child's phase and to arrange the necessary checks. 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 Headteacher. Additional school staff will be allocated if necessary and indicated by risk assessment.

Social stories are written for children with social communication needs to help them prepare for the event. Social stories 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, the SEND Team, class teacher and child as relevant. All are seen and signed by the Headteacher 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 are prepared.
- Peer buddy system.
- Pupil passports so adults in the school can see what works and what is needed by specific children.
- Children with SEND 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 disabled facilities in the mainstream school.
- Arrangements are made for Merton transport to deliver children safely to the most accessible entrance/exit.
- Some classrooms have 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 work closely with Merton Sensory Support Team and follow up all the suggestions to ensure a safe environment for pupils with sensory needs.
Laptops/Chrome books and iPad are available.
The school continually updates the accessibility plan as part of the school development plan.
Any specific requirements for change are discussed at a Governors meeting with the Headteacher, SENCo and SEND Governor.

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.

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 SEND 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.

School staff, including the SENCo have additional meetings and visit the child in another nursery setting where information is exchanged with people who know the child well.

If your child has SEN:

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 where necessary.

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 Headteacher.

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, with your permission 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.

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
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 and suggest they visit a selection of possible high schools to give themselves a clear picture of the type of schools that are available locally. Additional support for school selection is available from Merton Independent Advice and Support Service advisor Ms Fran Turko. franturko@merton.gov.uk miass@merton.gov.uk https://directories.merton.gov.uk

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

For Year 6 pupils, we will invite a representative from the chosen high school either to the annual or a transition review and 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 SEND register.

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

secondary school. Any school not at the transition meeting is contacted by the SEND Team; a phone discussion about the child is held.

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.

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 (SENDIF). 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 funding 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 through an EHCP. (See flow chart)
https://www.wimbledonchaseschool.co.uk/wpcontent/uploads/2020/01/Flow-chart-for-Identification-and-Support-of-SEN-at-WCPS.pdf

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 the 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 SEND 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 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/wpcontent/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 follow professional advice or has a strong national or local recommendation. The class teacher will discuss with you the purpose of the intervention and desired outcomes. These will be recorded on IESPs of which you will have a copy.

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

- Parents' 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 IESP there will be a brief description of your child's strengths and areas of need. 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 the criteria are 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 reinforce a behaviour programme.
- The children, when appropriate, will know the expectations for their next steps in learning or development.
- If the speech therapist is working with your child, they will also set targets and activities that are sent home.
- If an Educational Psychologist is involved, they will talk with parents to gather your information and knowledge of your child's profile. The EP report, when written is shared and outcomes discussed with you. 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 Inclusion Team. You can phone the school office or email inclusion@wimbledonchase.merton.sch.uk.

If you are still exploring options, you can attend a general tour of the school through the school office. Please also visit the school website which will give you an overall flavour of the school.
https://www.wimbledonchaseschool.co.uk/key-information/tours/

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. Mrs Gibbins, Headteacher, Miss Stewart, SENCo or Phase Leaders. This should 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 playground 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/wpcontent/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 (MIASS) is independent and available for all parents who have pupils with SEND. Contact is fran.turko@merton.gov.uk or miass@merton.gov.uk phone. **020 8543 8854.** The IPSEA website is a useful source of information www.ipsea.org.uk

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 SENCos. 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 SEND department contact your **case worker** sen@merton.gov.uk
- 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 SEND web site for advice on admission to schools.
- If you have difficulties or need support, contact your **Local Authority through the local directory.** https://directories.merton.gov.uk/

To be read in conjunction with Wimbledon Chase SEND Policy, The 2015 Code of Practice https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Merton Ordinary Available Guidance Early Years https://www.merton.gov.uk/sites/default/files/2025-09/Early%20Years%20-%20Ordinarily%20Available%20Guidance.pdf

and Primary version https://www.merton.gov.uk/sites/default/files/2025-09/Primary%20%20Ordinarily%20Available%20Guidance.pdf