

MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

SEND Information Report

**(Part of the Merton Local Offer
from schools, settings and colleges)**



Wimbledon Park Primary School

Jan 2024

Introduction to Special Educational Needs and/or Disabilities

At Wimbledon Park Primary school, we strive to provide support and remove barriers to learning to enable all pupils to achieve equitably and participate fully at school. In order to do this, many steps are taken to support pupils in their learning. We maintain a primary focus on high quality classroom teaching in order that all children achieve at least at age-expected levels. However, for some children, there will be occasions when additional support is needed to help them achieve.

Not all children who need extra help in school have Special Educational Needs and/or Disabilities (“SEND”). If a pupil has a need for some additional support related to basic number and literacy skills (e.g. spelling, handwriting, phonics, place value, number facts, times tables), then they will take part in an intervention to boost them in the identified area. The class teacher will discuss, explain and agree any such short term intervention with the parent and child. Often, extra focused support at home will be part of the agreed catch-up programme. At this stage, the intervention is intended to be a focused and time-limited action to close a specific gap.

The 2014 Code of Practice says: *“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others in a mainstream setting in England.”*

We know children have a learning difficulty, if they have a significantly greater difficulty in learning than the majority of children of the same age, or have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in the school.

Children with SEND will have needs and requirements which will fall into at least one of the following four areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional or mental health
- Sensory and/or physical

Inclusion Manager

The Inclusion Manager and member of the senior leadership team at Wimbledon Park Primary school is **Mrs Esther Bird**. She is responsible for the day to day leadership and management of SEND and the co-ordination of specific provision made to support individual children.

- Liaising and advising class teachers and learning support staff on SEND and inclusion matters
- Formulating termly SEND support plans alongside teachers
- Supporting the assessment process identifying children in need of additional support or with SEND
- Overseeing the records of all children with SEND
- Monitoring the success of intervention programmes and planning further interventions where progress is slower than expected.
- Liaising with parents of children with SEND
- Contributing and/or arranging for contributions to the training of staff on SEND
- Liaising with external agencies including the Merton Learning, Behaviour and Language Team, Educational Psychology services, health and social services and voluntary bodies.
- Writing, alongside parents and teachers, applications for Education, Health and Care Plans

1. How does Wimbledon Park Primary School know if children need extra help?

At Wimbledon Park Primary school, we track progress and development of all children closely. We consider whether pupils need extra help if:

- Limited/no progress is being made (and usually the child is slipping behind age-expected attainment)
- Significant concerns are raised by parents/carers, teachers or the child themselves
- There is a significant change in the pupil's social and emotional well-being, behaviour or achievement

The school has a lot of experience in identifying pupils with SEND. If the school believes that a child may have SEND, the class teacher will speak with the Inclusion Manager and also ask to meet parents to discuss their observations and plan appropriate next steps through our Early Concern procedure. This records the actions that are to be taken to address any need as quickly as possible. This is also reviewed with parents and next steps agreed. If after targeted support a child is still not making sufficient accelerated progress, the child will be formally added to the SEND register and termly support plans put in place. Class teachers follow the graduated approach of assess, plan, do and review. If there is need for specific specialist assessment, a referral will be made.

For children with long term, complex needs that cannot be met within the school's budget, an Education, Health and Care plan needs assessment may be applied for. See <https://fsd.merton.gov.uk/kb5/merton/directory/advice.page?id=t6r9L9jpbBU> for further information.

2. What should I do if I think my child may have special educational needs?

- If your child is already at the school, then the class teacher should be the initial point of contact for discussion and any support. The class teacher may decide to involve the Inclusion Manager in these discussions
- If you feel that your concerns are not being adequately addressed at a class level, then please refer the matter to the Inclusion Manager
- If you are a prospective parent of a child with special educational needs, then please contact **Mrs Esther Bird**

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

- All SEN pupils have a one-page profile. This document summarises the child's strengths as well as specific SEND, and provides staff with the inclusive approaches needed to support the child at school. Parents and staff agree the content of this page together, and the pupil views are also included. This is reviewed formally at the start of each academic year to make sure it is up to date and accurate. This page is shared with supply staff and specialist teachers (music, French etc), and ensures that the approach to supporting the child is consistent
- Children with Special Educational Needs will have a more detailed SEND Support Plan put in place, and parents/carers will be asked to be involved in considering their child's needs, setting suitable outcomes and planning support
- This plan will be reviewed termly (or every half term in the early years) with parents. The impact of any support will be monitored and evaluated.
- Sometimes, a pupil may need more expert or specialist advice from an outside agency. A referral, with parents' permission, is made requesting that the outside agency assesses the pupil. Usually, the specialist agency will provide a written report, which will be discussed with parents, suggesting a programme of support that is incorporated into the SEND Support Plan

4. How are the school's resources allocated and matched to a child's special educational needs?

- The SEND budget is planned and allocated each financial year by the Senior Leadership Team. The money is used to provide additional support or resources dependent on an individual's needs (as agreed through pupil progress review meetings, SEND Support Plans, specialist assessments, annual reviews)
- Support and provision for most children with SEND is met from the schools own expertise, resources and budget
- For a very small number of children, the Special Educational needs are so significant and complex that the level of support is beyond that which can be provided from the school's budget. In these cases, the school and parents together will make a request for additional financial support from the High Needs funding held by the Local Authority
- For children in all year groups (including Early Years) all such requests are reviewed and scrutinised by a local authority SEND panel. If the request is accepted, some further specialist assessments will usually be carried out to write a detailed Education, Health and Care Plan ("EHCP") for the child

- The EHCP will state the special educational needs of the child, the provision to be put in place, the outcomes aimed for and the level of additional funding to be provided
- Pupils with an EHCP are allocated additional top-up resources from the Local Authority's High Needs funding to meet the greater levels of support required
- For some pupils in Nursery, alternatively, this may involve an application for additional Early Years funding to provide individual programmes as set out by other professionals
- In Nursery, if the family are in receipt of Disability Living Allowance, we can also make an application for additional funding each academic year

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

- For all pupils who do not have an EHCP, decisions are made jointly by the Senior Leadership Team and Inclusion Manager in consultation with the class teachers, and are based on allocating available resources (including support staff) appropriately to support all additional needs across the school
- Pupil Progress meetings are held termly. Class teachers meet with senior leaders to review progress of all children in their class and to plan for additional support and interventions for the forthcoming term. Social, emotional and mental health concerns will also be discussed
- Typically, an intervention programme would be delivered by a teacher or a trained teaching assistant for a short period of time (6 weeks to one term).
- Additional needs are identified based on tracking of pupil assessment data and as a result of outside agency or specialist assessments
- The class teacher, often together with the Inclusion Manager, will discuss, explain and agree any additional support with the parents and child
- Where a child has identified special education needs, a more detailed SEND Support Plan or Education, Health and Care Plan is drawn up and agreed
- The effectiveness of the support provided is reviewed at least termly

6. How will the curriculum be matched to my child needs?

When a pupil has been identified as having special educational needs, the teaching and work expected of the pupil is adapted to meet the individual's needs:

- Using Merton's Ordinarily Available Guidance (OAG) alongside our whole school provision map, the teacher will use a range of appropriate inclusive teaching strategies that best support identified needs (e.g. visual reinforcement, collaboration, scaffolding)
- The tasks for pupils are adapted to allow better understanding or participation
- The teacher or teaching assistant may be allocated to work with pupils in a small focus group to support more specific learning
- Any specific tools or equipment outlined on the child's support plan will also be provided where appropriate (e.g. induction hearing loop, laptop for typing)

Some targets on a child's SEND Support Plan (e.g. speech and language, motor skills) may require specific sessions where these are the focus. Typically, these happen outside of the classrooms 1:1 with a teacher or teaching assistant, not at the same time as core maths and English lessons.

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

Academic achievement is formally measured (and communicated to parents) at several key points during a child's time at primary school

- Early Years Foundation Stage Profile Score
- Year 1 Phonics Screening Check
- Year 4 Multiplication tables check
- Attainment in Grammar, Spelling and Punctuation, Reading, Writing and Maths at the end of Year 6 (Key Stage 2 SATs)

Academic progress is also monitored carefully using:

- Baseline assessments on entry to the school (typically nursery or Reception, but could be at any time)
- Regular formal assessment of reading, writing and maths (NTS assessment standard scores)
- Optional Year 2 SATs tests are conducted in the summer term as a benchmark or progress

- Day to day observations
- Marking of work
- Individualised reading, spelling, phonics and number assessment

The impact of interventions is assessed by examining the child's progress since the entry level at the start of the intervention.

Social and emotional wellbeing may be measured through:

- Day to day observations (in class, intervention groups and around school)
- Discussions with pupils
- Monitoring of playground interactions and behaviour by teachers, teaching assistants and midday meal supervisors
- In some cases, appropriate assessments may be used (e.g. Boxall profile, Fagus online)

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

- All parents are able to discuss their child's progress at Parents' evenings in the autumn and spring terms, and we also write an annual attainment and progress report in the summer term
- Parents are welcome to make an appointment at any time in between parents' evenings to discuss their child. The first contact should be the class teacher, but you (or your child's class teacher) may want to invite the Inclusion Manager if your child has special educational needs.
- If your child has a SEND support plan or EHCP, you will be invited (by the class teacher) to termly meetings to discuss the plan (in addition to parents' evenings)
- Pupils who have an EHCP will also have a more formal annual review involving the parents and often the local authority SEND team and any other relevant professionals
- For some children, there may be an agreement on the most appropriate way for the family and staff to communicate on a daily/weekly basis e.g. a home-school book

9. How will you help me support my child learning?

- The class teacher may suggest ways to support your child at home (including modelling of teaching if appropriate)
- We hold workshops to support parents e.g. about reading, phonics or maths skills
- The Inclusion Manager may meet with you to discuss strategies to use if there are difficulties with a child's behaviour or emotional needs
- If outside agencies or an educational psychologist have been involved, often their suggestions include programmes of study or support strategies that can be used at home

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

We pride ourselves on the outstanding behaviour and care for each other that children at our school have. We take considerable time in lessons, assemblies and around school to promote positive behaviour and train/support children in making good behaviour choices. We have a zero tolerance approach to bullying and other forms of serious behaviour that impacts on others.

All children are encouraged to discuss any concerns with any trusted adult in the school community (typically their class teacher, teaching assistant or Inclusion Manager), who will make themselves readily available for pupils.

There are a variety of specific support structures for pupils who are encountering emotional difficulties, including:

- Buddy bench (for playtimes and lunchtimes)
- Social groups/social club
- Lunch clubs/Calm Cave
- Behaviour charts

- Learning mentors
- Emotional literacy support assistants (ELSA)
- Jigsaw4U

If a pupil has a medical need, then a detailed Healthcare Plan is compiled by the parents. If necessary, support from the school nurse can be requested. These are then shared with all staff who are involved in supporting the pupil. Staff receive all necessary training to support children with medical needs (e.g. EPIpen training, paediatric first aid, responding to epilepsy)

Where necessary and in agreement with parents, medicines are stored and administered in school in accordance with the detailed guidelines in our Managing Medicines in School policy.

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

- Every class has regular circle times as well as personal, emotional and RSHE (Relationships, Sex and Health Education) development lessons. Children are given a voice to share their ideas, aspirations, worries and opinions
- Children in years 2 to 6 complete an age appropriate learning and well-being survey annually
- For those children with identified special educational needs, they are part of the review process of their SEND support plan and may be involved in assessing their progress, setting new targets or suggesting strategies that help them in and out of class.
- For those children with a statement or EHCP, they may be involved in the annual review, where appropriate
- All children on the SEND register have a one-page profile. This document outlines the child's strengths, the areas that they may find difficult and the approaches and strategies that they would like all staff to employ

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

Among the teaching staff/Inclusion Manager we have accumulated experience of: Autistic Spectrum Condition, dyslexia, dyscalculia, speech and language difficulties, social, emotional and mental health difficulties, dyspraxia and motor skill difficulties, Attention Deficit Disorder; visual and hearing impairments.

We have trained Teaching Assistants in the following areas:

- Emotional Literacy support
- ELKLAN (for working with children with speech, language and communication difficulties)
- Learning mentors

Where we need further specialist advice, we use one of the following outside agencies:

- Speech and language therapy
- Occupational therapy
- Educational psychology
- Merton Early Years Team
- Merton language, behaviour and learning team
- MAOS (Merton Autism Outreach Service)
- School nurse
- Jigsaw 4U
- Children's social work team/social services
- Educational welfare officer
- CAMHS
- Education Wellbeing Service (Early help CAMHS)

- Vulnerable children's team
- Virtual Behaviour Service

13. What training have the staff supporting child/young person and young people with SEND had or are having?

- All teaching staff attend weekly professional development training sessions, which may have an SEND focus. All staff (including midday meal supervisors and those working at kid's club receive annual Safeguarding and child protection training.

Some members of staff (teachers, teaching assistants and learning support assistants) have received training in the following areas:

- Specific literacy intervention programmes (e.g. Write Away Together, Inference training, precision teaching)
- Specific maths intervention programmes (e.g. Numicon)
- Language interventions (ELKLAN, Lego Therapy and assessing children's language needs)
- How to support pupils with SEMH (e.g. Positive techniques, ELSA, Theraplay)
- How to support pupils with ASC
- Review of equalities and disabilities adjustments register of children and their provision
- Supporting pupils with medical needs (including EPIpen training)
- Understanding sensory processing difficulties
- Supporting children with sensory needs

Our Inclusion Manager Esther Bird has been working in education since 1993, she completed the NPQH qualification in 2005 and the NASENCo Award in 2016 through Roehampton University.

14. How will my child/young person be included in activities outside the classroom including school trips?

Activities that take place outside the classroom are planned for by class teachers and are available to all pupils. Risk assessments are completed by the group leader, following a visit to the site. If a child has significant SEND or medical needs, the school would consult with the parents at these planning stages to ensure that procedures are put in place for all to participate. If required, 1:1 support will be provided, or a parent might be asked to accompany their child during the activity.

15. How accessible is the school environment?

- We regularly carry out an accessibility audit to inform our school development planning, and currently, our school is fully accessible. We are also happy to discuss individual access needs of new pupils joining the school
- Our school building is mainly single story with lift access to all teaching rooms. We have implemented 'dyslexia friendly classrooms', will adapt seating plans, provide specialist equipment and have a hearing loop for children with hearing impairments. There are accessible toilets available and medicines are stored securely in our school office. In addition, we regularly update our equalities and disabilities adjustments register to ensure specific provision for inclusion of all children in our school community
- Where necessary, we will use translators from the school community or from a recommended list by the authority to support families who have English as an additional language (EAL)

16. How will the school prepare and support my child when joining Wimbledon Park Primary School, or when transferring to a new school?

Joining the school

When a child joins our school we aim to make the transition as smooth as possible by ensuring we have up to date and relevant information from previous school/nursery and the parents. For children joining at the usual points of entry in Nursery and Reception, there are stay and play sessions prior to starting, parent's information evenings as well as drop in sessions to their new class. In addition, we conduct home visits prior to nursery children starting. During the summer term, our reception lead teacher visits other nursery settings to observe children prior to them starting reception.

Families joining at other times of the year and at different ages will meet with the headteacher prior to joining to:

- Tour the school
- Spend some time in a new class
- Plan in detail for the first day of starting at school
- Discuss educational history and any ongoing additional needs

If your child has special educational needs and you are joining the school, we would ask you to set up a meeting with the Inclusion Manager to ensure all relevant information about their needs and previous support is shared. If appropriate, we may also set up additional visits into our school, or visit your child in their current setting to support them. The Inclusion Manager may also contact the previous school for further information.

Leaving the school

When a child leaves our school, we ensure that all relevant information is passed on. This is usually through a direct meeting with the Secondary School. Children moving to secondary will be invited to transfer days at their new school. Often, secondary school staff will visit pupils here during the summer term. Leavers in year 6 with SEND may have additional visits to their new secondary school or additional planning meetings with the secondary school Inclusion Manager/SENCO.

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

All parents are encouraged to be involved and contribute to their child's education. This will be through:

- Formal and informal meetings or discussion with the class teacher
- Parent's evenings
- Termly SEND meetings - these may include a member of the SEND team

During these meetings, teachers and parents will have the opportunity to discuss the child's progress, comment on current targets, and agree any adjustments or future plans.

18. How can I be involved in the school more generally?

Parents describe our school as "a village school in the heart of Wimbledon". The strength of the parent community and the welcome it provides is one of the most distinctive features of our school. All parents are welcome to help at school and can do so through a number of different channels:

- Helping in school (e.g. hearing children read)
- Accompanying school trips
- Attending PTFA meetings and helping to organise or run one of their events
- Standing as a Parent Governor

19. Who can I contact for further information?

The first point of contact should be your child's class teacher

Other members of staff that you could talk to are:

- Inclusion Manager – Esther Bird

- Assistant Head Early Years – Caroline MacKenzie
- Assistant Head Phase 2 – Hattie Powles
- Assistant Head Phase 3 – Grace Preedy
- Deputy Head – Lisa Kingsbury
- Headteacher – Paul Lufkin

20. What should I do if I am considering whether this is the right school for my child/young person?

Please do not hesitate to contact the school office to arrange an appointment to visit the school:

Wimbledon Park Primary School

Havana Road

Wimbledon

SW19 8EJ

Telephone: 020 8946 4925

E-mail: school@wimbledonpark.merton.sch.uk

GLOSSARY OF TERMS

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms and acronyms:

Annual review	The review of a statement of special educational needs (SEN) that a local authority (LA) must make within 12 months of making the statement or, as the case may be, of the previous review.
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
CP	Child Protection
CYP	Children and Young People
DBS	Disclosure and Barring Service - helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB)
DLA	Disability Living Allowance
DLD	Developmental Language Delay
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
EWO	Education Welfare Officer - This is a person employed by the local authority to provide support in relation to attendance.
EHCP	Education and Health Care Plan
HI	Hearing Impairment
LAC and PLAC	Looked After Child/Previously Looked After Child
LSA	Learning Support Assistant, working 1:1 with a child with an EHCP
MAOS	Merton Autism Outreach Service
MIASS	Merton Information Advice and Support Service
MLD	Moderate Learning Difficulty
OAG	Ordinarily Available Guidance
OT	Occupational Therapist
SEMH	Social, emotional and mental health
SENCO	Special Educational Needs Coordinator
SEN/SEND	Special Educational Needs/and Disability
SLT/SaLT	Speech & Language Therapy
SpLD	Specific Learning Difficulty
Statutory assessment	A specialist assessment process to identify SEN requested by the parents supported by the school. The assessment process results in a statement of the child's SEN being agreed.
TaMHS	Targeted Mental Health Service
TA	Teaching Assistant
VI	Visual Impairment