



Walton Oak SEND Information Report 2026-2027

	Questions	School Response	School self- evaluation
			RAG rating
1	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	Walton Oak School is an inclusive school where good and outstanding teaching is differentiated for individual pupils and is the first step in responding to pupils who have or may have a special educational need. We perform a cycle of rigorous data analysis whereby teachers monitor individual progress and attainment, supported by the senior leadership team. The Inclusion Leader is a highly experienced expert in SEND matters and is a member of the senior leadership team. Prior to identification of a Special Educational Need a pupil will be identified as having an 'additional need'. At this stage pupils will have access to a differentiated curriculum which may include extra support through targeted intervention sessions to revisit or reinforce learning. All staff at Walton Oak are proactive at raising any concerns about the progress that a pupil is making. The following systems are in place to support this process: • Termly assessments • Entry of data identifying pupil levels • Termly staff meetings looking specifically at pupil progress In the Early Years, children follow the EYFS curriculum which by its nature is highly individualised. Through child centered observations, teachers assess children's levels of development every term, noting where children are failing to make progress. Some children join the school with additional needs already identified, which the school takes forward. Throughout the school, teachers raise a "cause for concern" with the Inclusion Leader where a child may be falling behind. Where a child fails to make adequate progress despite the differentiated support the staff at Walton Oak will: • Celebrate achievement and success • Continue to have high expectations of pupils	Embedded

		• Liaise with parents to help improve outcomes • Alert the Inclusion Leader to investigate further, engaging specialist support where necessary. Part of the Inclusion Leader's role is to be responsible for the operation of the school's SEND policy. Parents have opportunities to meet face to face with teachers every day, as well as in two formal parents' meetings each year at which the inclusion leader is also present. Parents are encouraged to raise concerns as soon as they have them, with their class teacher first and then the Inclusion Leader.	
2	How will school staff support my child/young person?	Walton Oak has a strongly inclusive culture where all teachers are expected to be teachers of SEND. The quality of our special educational needs provision is monitored carefully by the Inclusion Leader and the leadership team. Our Personalised Learning Pathway details our graduated response to children's needs. All pupils in school will have a one-page profile. Having identified a particular need the class teacher and Inclusion Leader will liaise to ensure that relevant provision is put in place support the pupil. This starts with ordinarily available provision and quality first inclusive teaching. We record the additional support and expected person centred outcomes for individual children on the class provision map. Senior leaders monitor the impact of interventions on our class provision maps which also enables the tracking of pupil progress. We share information about the impact of specific interventions with parents every term through the use of Individual Provision Maps. The school seeks support and advice from outside agencies when necessary e.g. Speech & Language, Educational Psychology, Specialist Teachers for Inclusive Practice, Occupational Therapists, Physical and Sensory Service, Freemantles Outreach. There are full time teaching assistants or Higher-Level teaching assistants in every class and children who have an EHCP are supported through this mechanism. Governors play an active role in monitoring provision for all pupils, including those with SEND. Whilst supporting children with SEND, we maintain a fine balance between supporting the child, encouraging independence and actively discouraging over-dependence.	<i>Embedded</i>
3	How will the curriculum be matched to my child's needs?	All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. If, for example, a child has	<i>Embedded</i>

		Communication and Interaction needs, teachers will use simplified language and pictures to support them to understand new vocabulary. Subject Leaders continually monitor and review the teaching and learning in their curriculum areas and teachers receive regular training and updates in order to deliver it effectively. All of our teachers are clear on the expectations of High-Quality Teaching and are regularly supported through training, monitoring and feedback from outside agencies, training courses, subject leaders and Senior leaders in the school. Adaptation is embedded in our daily practice across all areas of the curriculum through all classes offering highly effective ordinarily available provision which includes: • Adapted planning objectives, based on gap analysis and next steps planning • Continual informal assessment of pupils on a daily basis to inform next steps, through marking, questioning and talk. • Use of Makaton, Visual Prompts & Stimuli allow children with language needs to access the curriculum • Individual Provision Maps identifying additional provision for pupils with additional and SEND needs. • Highly effective use of support staff in all classrooms across the school. • Rigorous monitoring of provision by the members of senior leadership team including the Inclusion Leader. • Access to specialist teachers (e.g., Educational Psychologist, Teacher of the deaf), outreach support staff (e.g., outreach from autistic schools) and health services (e.g., Occupational therapy, speech and language therapy) to ensure that the needs of children with more complex learning difficulties are well met and reviewed regularly.	
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	At Walton Oak we have an open-door policy and regularly share progress and achievement with our pupils and their families. We support parents with what can be done at home to support the learning that is taking place at school. We also welcome families to come into school to engage in positive discussions and share knowledge about their child. We host stay and play in EYFS and year 1 and learning together sessions in year 2-6 where families are invited to visit their child's class to help them understand what learning is expected and how they can best support their child's needs. This is also shared with parents through our parent learning conference which is held once a year. Annual reviews are held for pupils with EHCPs, for which the children are invited to attend to share learning and contribute to the meeting if they would like to. The Walton Oak Wire is sent home weekly and curriculum maps are sent home each half term for parents to talk to their children about the learning that has taken place at school and to explore topics prior to learning.	<i>Embedded</i>

		Marvellous Me is used by the teaching team to send out achievements for the children. There are two formal parent's evenings each year and a written report in the summer term. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. We believe in supporting the development of parenting skills and are able to offer support to those that require it or sign-post to appropriate support networks.	
5	What support will there be for my child's overall well-being?	Walton Oak is a school dedicated to providing a nurturing environment where pupils feel safe and valued and we are part of the 100 nurturing schools programme. While our entire staff offers a high standard of pastoral support we also have a Nurture Team. This includes our ELSA that supports our more vulnerable pupils through social skills groups or play sessions, Home School Link Worker who supports parents and carers of pupils with additional needs and an Attendance Officer who supports good attendance and punctuality. At Walton Oak we invest time into supporting children's emotional needs with the aim to minimise any barriers that they have to learning. Relevant staff are trained to support medical needs and all staff receive basic first aid training. We have a behaviour policy in place which includes guidance on our restorative approach and the stay on green system and is duly understood and in place by all staff. Learner voice is central to our ethos and this is regularly encouraged in a variety of ways, including the use of a Pupil Parliament, older children acting as leaders and 'worry' boxes. Through the PSHCE curriculum, children are explicitly taught how to understand and manage their feelings as well as consider the feelings of others. This includes the use of Zones of Regulation. PSHCE learning is developed through assemblies and through the shared language used in school.	<i>Embedded</i>
6	What specialist services and expertise are available at or accessed by the school?	We have a number of relationships established with professionals in education (e.g., educational psychologist, Ethnic and Minority support (REMA), the Specialist teachers' team), health professionals (e.g., Speech and language therapy, Occupational therapy) and social care. All external partners that we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost to ensure a value for money service. Our inclusion leader is non-class based and provides a high level of expertise and support to members of staff. Pupils with EAL who are thought to have SEND are offered first language assessments. In addition, REMA provides bilingual support workers where necessary.	<i>Embedded</i>
7	What training are the staff supporting children and young people with SEND had or are having?	The Inclusion Leader at Walton Oak is a qualified teacher who also has the NASENCO qualification. All teachers at Walton Oak hold qualified teacher status and have a rigorous cycle of continual professional development. We regularly invest time and money in training our teachers to improve the quality of their teaching through weekly teacher twilight sessions. These include dedicated sessions based around SEND provision. All teaching assistants also take part in a cycle of continual professional development and are also expected to take part in any training that will help them support the needs of the child or children that they are working with.	<i>Embedded</i>

		Professional development for all staff at Walton Oak will take place in the following manners: • Teacher twilight sessions – weekly • Target setting through continual professional development • Leadership team observations of teachers • Peer observations • Self-evaluation • Mentoring and coaching • External courses • External Agency	
8	How will my child be included in activities outside the classroom including school trips?	Our Inclusion Policy promotes involvement for all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure that needs are met. Where applicable, parents/careers are consulted and involved in the planning. Where necessary, a separate risk assessment will be completed to ensure that all eventualities have been considered. No child will be denied access to activities outside the classroom as a result of their SEND, except in extremely rare circumstances where the child's safety cannot be assured. In these circumstances, we would seek the support of parents to enable their pupils to participate safely and additional risk assessments put into place.	<i>Embedded</i>
9	How accessible is the school environment?	At Walton Oak we have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments where possible. Our policy and practice adhere to and embraces The Equality Act 2010 through our Single Equality Policy. The school is on one level. Corridors are spacious and there are disabled toilets in every section of the building. Automatic doors allow entry to disabled parents or pupils, and disabled parking is identified at the front of the building. Ramps allow access to all parts of the playground. Specialist equipment is purchased and provided by school. Arrangements are made to ensure that children with disabilities are able to participate fully in all school events such as sports days, class assemblies and end of term productions. Special arrangements are also made when children have temporary disabilities, such as in the event of a serious injury. We value and respect diversity in our setting and are aware of the languages that are spoken by families in our school. In some circumstances, we are able to ensure that home-setting communications are available in the relevant languages and when required, translators are asked to attend meetings.	<i>Embedded</i>
10	How will the school prepare and support my child to join the school, and to?	At Walton Oak we invest time in welcoming our new learners in a way that will help them feel safe and secure in their new educational surroundings. This includes assigning buddies to new pupils and using our ELSA to support new children. Our EYFS staff undertake home visits to support children's entry to school.	<i>Embedded</i>

	transfer to a new school	We liaise with our partner schools to ensure a smooth transition and will pass on all relevant information. We are proactive in seeking information from feeder schools. For children with significant additional needs, part time arrangements are sometimes made to smooth entry to the school. Each child's needs are taken on a case by case basis. Excellent transition processes are in place when children move from Walton Oak to any specialist provision. These include induction visits with teaching assistants, creation of photo books to share with their peers. The Inclusion Leader visits the setting with parents where necessary. Vulnerable pupils moving to secondary school take part in additional induction days focused on supporting their transition. Information is sensitively passed on to new schools.	
11	How are the school's resources allocated and matched to children's special educational needs?	We evaluate the cost effectiveness of SEND interventions through our provision maps. There is a dedicated SEND budget, held by the Inclusion Leader. Resources are purchased in accordance with the developments identified on our action plan, resources recommended by external professionals and resources required by pupils with an EHCP to meet their needs. The progress of SEND pupils is reviewed regularly. Where it is believed a specific resource may support a child's learning, it is generally purchased.	<i>Embedded</i>
12	How is the decision made about what type and how much support my child will receive?	Quality First Teaching is clearly defined at Walton Oak and the expectation is that all staff deliver this. Should additional support be required, this is undertaken following consultation with relevant staff, the pupil and the parent / carer. All additional interventions are monitored for impact and outcomes are defined at the start of any intervention. The Inclusion Leader oversees all additional support and regularly shares this with the leadership team. Referral processes are in place where teachers have concerns about a child and further investigation takes place. We use Surrey guidance and the ordinarily available provision to identify the level of need of a pupil with SEND and to note when it is appropriate to request a Statutory Assessment.	<i>Embedded</i>
13	How are parents involved in the school? How can I be involved?	At Walton Oak we whole-heartedly believe in developing effective relationships with parents as their child's first teachers. We encourage: • Participation with home learning, including reading • Attendance at stay play and learn or learn together sessions • Parent Consultation Evenings • Parents to speak their child's teachers daily if needed • Participation at school performances or sporting events • Parents supporting on school trips • Participation in PTA activities, coffee mornings and whole school events	<i>Embedded</i>

		We welcome parents to help in school (having undergone a DBS check).	
14	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teachers. Further information and support can be obtained from the Inclusion Leader, the lead professional for SEND. Contact details are available on the website. Parent Partnership is a SEN advice service offered to parents in Surrey. Please see the following link. http://www.sendadvice.surrey.org.uk/ Surrey's Local Offer details support and advice that Local Authority offer to children with a SEND. Please See the following link. https://www.surreycc.gov.uk/children/support-and-advice/local-offer. If you have a concern or complaint, the school complaints procedure can be found on the School Information page of the website.	