

Special educational needs (SEN) information report

Walsh Infant and Junior School

September 2026 - 2027

This report is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

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1. What types of SEN does the school provide for?

Walsh Infant and Junior School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained to teach learners who may have difficulties with the areas outlined below.

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010) and the Children and Families Act 2014 (PART 3 Children and young people in England with Special Educational Needs or Disabilities).

As an Academy in The Good Shepherd Trust, the Trust is the Admission Authority for the school and has agreed a Published Admission Number (PAN) of 60 pupils with the Local Authority (LA). Any child with an Education, Health and Care Plan naming the school will be admitted.

The school has a Learning and Additional Needs Centre (Nightingale class) that has 14 places.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum conditions (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinators, or SENCOs

Our SENCOs are Gemma Devonshire (Walsh Junior SENCo) and Vicky Brett (Walsh Infant SENCo)
They are each allocated 3 days a week to manage SEN provision. Gemma Devonshire's working days are Tuesday, Wednesday and Thursday. Vicky Brett's working days are Monday, Tuesday and Wednesday.
Mrs Brett can be contacted via: Phone: 01252 321426 Email: senco@walsh-memorial.surrey.sch.uk Mrs Devonshire can be contacted via: Phone: 01252 329525 Email: gemma.devonshire@walsh-junior.surrey.sch.uk Please note that we aim to return calls or emails within 48 hours.
Both SENCOs are qualified teachers. Mrs Brett has achieved the national Award in Special Educational Needs Co-ordination. Mrs Devonshire is working towards achieving the NPQ SENCo award.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We regularly invest time and money in training our staff to improve Wave 1 provision for all students (High quality teaching for the whole class) and to develop enhanced skills and knowledge to deliver Wave 2 (short term interventions) and Wave 3 (individualised interventions).

In service training days and regular staff meeting time are used to develop skills in delivering wave 1 provision, and wave 2 and 3 interventions.

We have staff who have worked extensively with children with SEND and have high levels of experience and expertise in meeting a wide range of needs.

Training attended by teaching staff and support staff is cascaded to other staff.

Training is linked to the school development plan enabling all staff to meet the needs of all children. All of our teachers hold qualified teacher status and all staff members, including LSAs and HLTAs, receive regular training to best support our children with SEND. Our teachers have been trained in ASD approaches, ADHD approaches, Emotion Coaching, Resilience Ball and adaptive teaching within the last year.

Learning support assistants (LSAs)

We have a team of LSAs, including 5 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All of our LSAs have a SEN specialism and have had extra training in that specialism. Our trained LSAs work across the key stage with children identified as needing extra support. These include fine motor skills, Colourful Semantics, Attention Autism, ELKLAN, Literacy for All and Sensory Circuits.

In the last academic year, LSAs have been trained in Positive Touch, ASD approaches, ADHD approaches, Emotion Coaching, Resilience Ball and adaptive teaching.

External agencies and experts

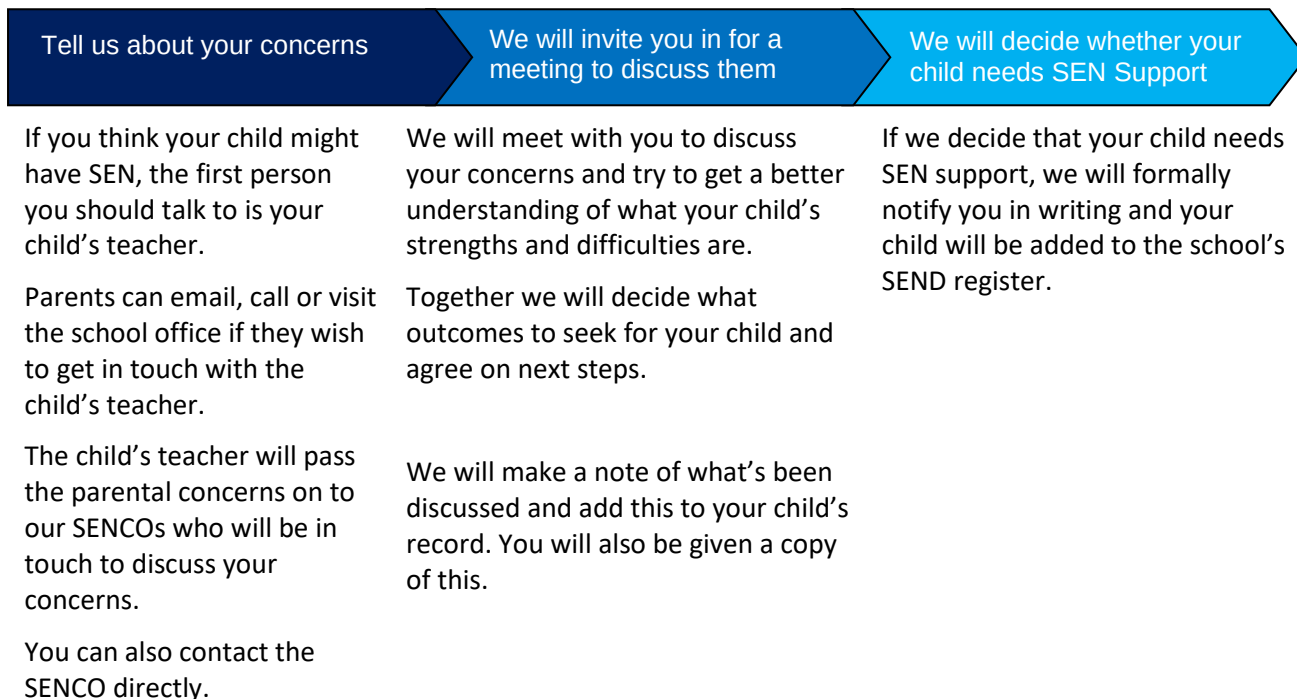
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

Specialist health services include:

- Speech and Language Therapy (SALT),
- Physical and Sensory Support Service (PSSS) including Hearing Impaired Service (HI) and Visually Impaired Service (VI)
- Occupational Therapy (OT)
- Physiotherapy (PT)
- Child and Adolescent Mental Health (CAMHS)
- Primary Mental Health Team
- School nurse
- Educational outside agencies including:
- Educational Psychology (EP)
- Outreach Services, include:
- Freemantles - ASC (Autism Spectrum Conditions) and MLD (Moderate Learning Difficulties);
- Raising Ethnic Minority Achievement (REMA), which includes English as an Additional Language and Traveller Service Support and Specialist Teachers for Inclusive Practices (STIPs).
- Alternative provision: Wey Valley College – pupil referral unit, farm/ animal therapy, Challengers Guildford, Nudge tuition.
- We work with Social Services and Community Police where appropriate.

- We have a private Speech and Language therapist that visits school every week. This ensures that children, particularly in Early Years, are seen immediately and have a structured plan to follow after assessments. She trains our learning support assistants to deliver the speech and language programmes.
- We also liaise with Children's Services to support children and families.

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of special educational needs and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include their everyday learning, termly formal assessments, engagement in school life, social skills etc.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class/form teacher will meet you termly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations, We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Respond to questions such as what they enjoy, what they find difficult etc from a familiar adult as part of the review process

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt/ scaffold) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning support assistants may support pupils on a 1-to-1 basis when needed if a higher level of support is required
- Learning support assistants will support pupils in small groups during teacher inputs and when completing activities

We may also provide the following interventions:

AREA OF NEED	CONDITION	
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Colourful semantics

	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia	Writing slope
	Moderate learning difficulties	Now/ next boards Word banks Sentence starters
	Severe learning difficulties	
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)	Quiet work station Incentives/ rewards
	Attention deficit disorder (ADD)	Nurture group ELSA support
Sensory and/or physical	Hearing impairments	
	Visual impairment	Adapted classroom displays
	Multi-sensory impairment	Movement breaks Sensory circuits
	Physical impairment	Adapted pencils, scissors etc

These interventions are part of our contribution to Surrey's local offer (see section 18).

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards the goals in their SEND Learning Plan each term
- Reviewing the impact of interventions every half-term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More learning support assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/swimming/ educational workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- Our school is committed to inclusive admissions and welcomes applications from children with special educational needs (SEN) and/or disabilities.
- Applications for children with SEN who do not have an Education, Health and Care Plan (EHCP) are considered through the school's normal admission arrangements and published criteria, Surrey admissions.
- Where a child has an EHCP that names our school, the child will be admitted through the statutory EHCP process and before places are allocated to other applicants under the school's oversubscription criteria. Surrey's 2026/27 admission arrangements specifically distinguish children with an EHCP from those considered under the general admission criteria.
- The school works in partnership with Surrey County Council and its SEND services when considering and planning admissions for children with an EHCP.
- Our oversubscription criteria are published, clear and applied consistently, helping to ensure that children with SEND or disabilities are not treated less favourably because of their needs.
- Where the school is oversubscribed, applications for children without an EHCP are considered against the same published oversubscription criteria as other applications, rather than SEN or disability being used as a reason to refuse or lower the priority of an application. Surrey's arrangements set out defined admission criteria and procedures for oversubscribed schools.
- Where relevant, families can provide information relating to exceptional social or medical need in accordance with Surrey's published admission arrangements and the criteria applicable to the particular school.
- The school will make reasonable adjustments to the admissions and transition process for children with disabilities where these are required to ensure equitable access.
- Parents and carers are encouraged to discuss their child's needs with the SENCO so appropriate provision and transition arrangements can be planned before the child starts school.
- Where appropriate, the school will liaise with the child's previous setting, Surrey SEND services and other professionals to ensure relevant information is shared and support is in place.
- Children with SEND may receive an enhanced or personalised transition, including additional visits, meetings with key adults, visual resources or other reasonable adjustments according to individual need.
- Our approach supports Surrey's wider ambition that children and young people with additional needs and disabilities are included, achieve their educational potential and, wherever possible, are educated within their local community.
- *We aim to ensure that our admissions arrangements are fair, transparent and inclusive and that no prospective pupil is disadvantaged in the admissions process because of their special educational needs or disability.*

13. How does the school support pupils with disabilities?

We have an Accessibility Plan in place and when feasible, make reasonable adjustments to improve the accessibility of our environment. Our policy and practice adhere to The Equality Act 2010.

The site is fully accessible to wheelchair users, and has accessible toilet facilities. We have successfully catered for the needs of several children with physical and complex medical needs.

The Junior school has a gender-neutral toilet on site.

We monitor the languages spoken by families in our settings and make use of translation sites and endeavour to arrange for a translator to attend meetings when necessary.

We can access support from REMA – Race Equality and Minority Achievement where necessary including support for families where English is an additional language.

14. How will the school support my child's mental health, and emotional and social development?

- We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and for some cases all staff receive training. We have a medical policy in place.
- All staff are committed to providing a high level of pastoral care. Inclusion underpins our school ethos, and children know that they are cared for and listened to.
- Our Behaviour Policy which includes guidance on expectations, rewards and consequences is fully understood and carried out consistently by all staff with expectations understood by children. Individual behaviour support plans are put in place for children who need additional support.
- Children' views are central to our ethos and are sought individually or through school council and other forums.
- A qualified ELSA supports the children identified as having additional emotional and social needs.
- Children in Early Years are offered access to a "Time to Talk" group to help build confidence, self-esteem and listening.
- We share ways to help children keep calm and support to self-regulate behaviour at home via letters home and links on our website. Parents are encouraged to contact school if they need extra support with this.
- We have a Primary Mental Health Team linked to school with whom we can request a consultation, this may then lead to further signposting, support for parents or direct support for children.
- We will refer to Surrey Mindworks, which incorporates Surrey CAMHS (Child and Adolescent Mental Health Service) or Hampshire CAMHS after consultation with parents and carers if we feel children need more specialist support.
- We use the "Zones of Regulation" as a whole school approach to help children manage their emotions and self-regulate so that they are ready to learn.
- All children are supported with their social and emotional development throughout the school day, through the curriculum (all children have weekly PSHE lessons) and circle times.
- Children at the school who find lunchtimes difficult, have access to our Nurture rooms/ Hive for support with emotional regulation.
- All children with SEND have a One Page Profile.
- We have ELSA trained staff who support the children identified as having additional emotional and social needs.
- We have staff who are trained as a Mental Health Lead, Mental Health Champions and Mental Health First Aiders.
- We use Barnardos to provide mental health support for parents.

15. What support will be available for my child as they transition between classes or settings?

- We have an Induction Programme in place for welcoming all new EYFS learners to our setting. In EYFS we provide support packs and a story book, arrange story times and family group induction sessions. We also arrange home visits for each new to EYFS child in September before they start school.
- We have good relationships with feeder settings and the settings children move onto and share information to support children's learning and well-being at transition.
- Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an additional transition programme for identified children.

- We have an induction programme in place for children transferring from Key Stage 1 to Key Stage 2, which includes close liaison with staff from feeder schools, staff visiting Infant schools and opportunities for Year 2 children to visit the Junior school. Extra induction visits and/or additional transition support measures are arranged to meet individual needs and support any vulnerable children to ensure their anxieties are minimised. The SENCOs from the Infant and Junior schools meet in July to arrange a transfer of information for children on the SEN register. Year 3 teachers meet the Year 2 teachers to handover information about all transferring children.
- We have strong links with our local secondary schools and a similar programme takes place to aid transition to Key Stage 3. This involves visits where children have the opportunity to meet new staff and navigate their way around their new building. Extra transition visits are provided for children who would benefit from this. An ASPIRE programme run by STIPS provides additional transition support for those identified by the class teacher and SENCOs who require this.
- We hold a move up morning in July so that the children get to spend time with their new teacher and new classmates

16. What support is in place for looked-after and previously looked-after children with SEN?

Our Designated Teacher for looked-after and previously looked-after children is Helen Wall
They can be contacted via: Phone: 01252 321426 Email: hwall@walsh-memorial.surrey.sch.uk Please note that we aim to return calls or emails within 48 hours during term time.

Helen Wall will work with our SENCOs, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy, **which can be found on the school website.**

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Global Mediation is the independent mediation contact for Surrey. It is free of charge and your conversation will be confidential. For more information please visit Surrey's website [here](#).

You can request a meeting with a person from Hampshire County Council. This might mean they can address your concerns without having to go to a tribunal. For more information, please visit Hampshire's website [here](#).

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local authority's local offer. Hampshire and Surrey publishes information about the local offer on their website:

- [Surrey Local Offer website](#)
- [Hampshire Local Offer Website](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

- SEND advice Surrey <https://www.sendadvice.surrey.org.uk/>
- Hampshire SENDIASS <https://www.hampshiresendiass.co.uk/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)
- Barnardos: <https://www.barnardos.org.uk/get-support>
- National Autistic Society: <https://www.autism.org.uk/advice-and-guidance>

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages