

SEND
Transition
2026

Welcome to Wallingford School

The SEND team would like to welcome you and your child to Wallingford School. This booklet will share some more information about the team and aims to answer any questions you may have.

Our team is led by SENDCO Vicki Fleming.

Ms Fleming is supported by SEND Specialist Teacher, Ms Ladbrook and Ms Gardner-Brown, and our team of experienced, passionate and caring teaching assistants and, SEN Administrators Mrs Prince and Mrs Southam.

We work across the school to support a variety of different learning needs. We have a dedicated SEND space, which we call M1 and identified classrooms (M3 and M4) where we deliver our interventions; this space is also available at break and lunch time as a safe space for our SEND students.

At Wallingford school we identify a pupil has Special Educational needs when their learning difficulty or disability calls for provision that is different from or additional to that normally available to pupils of the same age. The level of support for pupils with SEND is needs-led and based on providing provision to individual's needs. This provision focusses on their ability to engage in and access learning, and/or support them with the social and physical environments of school.

Based on our experience of SEND and transition, we have put together some commonly asked questions to share how our SEND students are supported at Wallingford School. We hope this helps you feel confident about the next steps for your child, but if you have any additional questions or concerns, please do contact the team.





How do schools work together to help children with secondary transfer?

Your child's primary school is already doing a range of things to help pupils prepare for secondary school. These include:

- talking with them about going to secondary school and things they are looking forward to or are worried about.
- arranging extra visits to secondary schools if this is felt it would benefit them.
- passing on copies of individual support plans to the new school.
- inviting the secondary school SENDCO or key staff to attend review meetings in Year 6.

Additionally, the primary schools will provide lots of information about students, including any agencies, current or historic, who have supported your child at primary school (e.g. speech and language therapist) so that we can ensure we have an accurate picture of their need.

We have created a Social Story to support transition to Wallingford School. Your child's primary school have copies of this or you can view it on our website under of "Rising Year 7s" page.

How can I help my child prepare for their new school?

Here are some practical ideas parents have told us they found useful when their child went to secondary school. You know your child best and can decide what will help them most.

Before starting:

- practise walking to school and consider road safety skills
- check the school uniform and equipment list
- practise getting ready for school in good time. This includes changing into PE kit and school uniform.
- think of ways to make sure your child does not lose belongings in school; for example, get a clip for their locker key. Make sure all items are named so we can get items back to your child should they misplace them.
- think about ways of organising books and equipment; your child will receive a copy of their timetable in September and this will also be available to view on our homework app.

Talk to your child about what to do if they:

- miss the bus (go to the school office and ask an adult for help).
- can't find their class (go to the school office or ask an adult/another student for help).
- lose their lunch payment card (speak to their form tutor or go to the school office).
- are not sure what to do (take a deep breath and ask an adult nearby for help).
- Leave something at home e.g. PE kit, homework etc. (let their form tutor know and they will help).



How your child will be supported at secondary school

Wallingford is an inclusive mainstream school and we provide a high quality education for all of our students regardless of their starting points or needs. Every teacher is a teacher of SEND and we ensure training is given priority and that understanding of SEND children informs all planning. The SEND team oversees the provision and supports individual students, with all staff within the school operating as a team and working together in their mainstream classes.

There are several key people who will be involved with your child's care:

1. Form Tutor

This is the first person to speak to if there are any issues at school. Your child will see their tutor every day and will get to know them well. The form tutor can easily liaise with other subject teachers and the SEND team to make sure that any issues are solved quickly. The form tutor is your child's key person and they will check in with them daily.

2. Subject Teachers

At secondary school, your child will be taught by several different teachers. All students on the SEND register or with a specific diagnosis (e.g. dyslexia, ADHD) have a pupil profile, which subject teachers read and use to inform their planning. If you have any concerns within specific lessons, then the teacher is the first person to contact as they may be able to solve things very quickly.

3. Head of Year

Your child's Head of Year is in charge of their overall pastoral welfare. This means ensuring that they are looked after and supported with any pastoral issues (e.g. friendship issues, attendance, uniform). The Heads of Year work closely with the form tutors and the SEND team and have a very good knowledge of all the students in their year group, having undertaken transition visits to each primary school.

4. SENDCO

The SENDCO co-ordinates the provision for all students on the SEND register. In secondary schools such as ours, there are larger numbers of students on the SEND register compared with primary schools so you may not have the same level of direct contact with the SENDCO. However, the SENDCO will still be involved in your child's care, and since SEND is distributed across all members of staff, every teacher is effectively a teacher of SEND. If you need to contact the SEND team or speak with the SENDCO then please email sendco@wallingfordschool.com. Our admin assistants may also contact you from time to time, especially if your child has an EHCP (Education and Health Care Plan), as part of the annual review process.

5. Teaching Assistants

At secondary school, teaching assistants (TAs) can be used very differently compared to primary settings. Where there is often a teaching assistant in each primary class, at secondary school TAs provision is planned based on needs across the school and is mainly in the core subjects of English, Maths and Science.

What does support look like for SEND students at Wallingford School?

At Wallingford School we categorise our SEND support into distinct phases.

Phase 1 - This is 'Quality First' teaching, where excellent and adaptive teaching to the individual means that every pupil is included, with high expectations for all. This is delivered by teachers in mainstream lessons.

Phase 2 - This is when pupils may require additional adjustments to be made to support their learning within the classroom which is more than what is ordinarily available to all learners. For example, seating plan arrangements; specialist resources, such as a reading pen, coloured overlays, etc. At this stage the pupil would have a **Pupil Passport** created for them, which teachers use when planning their lessons.

Phase 3 - This is more targeted support for pupils with SEND. There could be access to specialist resources within the school, such as nurture groups, therapies, identified interventions and some 1:1 support. Students at this level would often have an EHCP with support delivered through mainstream lessons.

Pupil Passport

If it is identified that a pupil requires support additional to that offered to all pupils (phase 2) a Pupil Passport will be completed by a member of the SEND department. This is then shared with all teachers, staff and parents. A Pupil Passport is a simple to use one-page document which supports teachers to clearly see the needs of the pupil and the adapted provision required to support them to access the learning.

In most cases a Pupil Passport is sufficient to ensure that pupils can fully access the curriculum and make strong academic progress. However, for some pupils, where there are further concerns (Phase 3), a more targeted approach may be required. For example, referral to further professionals or consideration for an EHCNA.

Examples of why pupils may require a more targeted approach:

- continues to make little or no progress in specific areas over a consistent period.
- continues working at curriculum levels substantially below that expected of children of a similar age.
- continues to have difficulty in developing literacy and mathematics skills.
- has emotional difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Interventions

Occasionally, it may be felt that a student would benefit from some additional support in key areas e.g. maths or literacy. In discussions with parents and teachers we may invite students to attend small group interventions in our dedicated SEND space - M1. Some of these may be short term (e.g. for six weeks and others may be for longer).

These include*:

- Fresh start literacy
- Read Write Inc
- Social and Horticulture Therapy
- Life skills including travel training
- Social skills groups
- Zones of regulation
- Literacy intervention
- Maths intervention
- Functional Skills English
- Functional Skills Maths
- Physiotherapy
- Sensory circuits

* The range of interventions offered is driven by student need - the interventions listed here may not run every year.

M1 - Dedicated SEND Space

M1 is the name given to our dedicated SEND space and is where you will find our SENDCO. Our TAs are also based here when not in lessons and our interventions run here or in connected spaces.

SEND students can spend break and lunch time here if they want to; M1 is a designated safe space for many students. Some students like to drop in before tutor time, just to say hello and to share news or chat about any worries they might have at the start of the day. Arrangements are made for some students who need to access this space more than others. We always encourage students back to lessons as appropriate, but we also know that sometimes students need to access a quiet and calm space to decompress and reset.

What should I do if I'm worried or something is not going well for my child?

Always contact your child's form tutor first and they will take action to resolve the issue and coordinate any further action or advise on the next steps e.g. involving the Head of Year or contacting the SENDCO.

How will I know how my child is progressing?

In addition to the progress reports, students on the SEND register receive three review meetings a year, organised as follows:

- Feedback evenings - to discuss progress with subject teachers
- Tutor meetings - an opportunity for parents to meet with their child's tutor, held in term 1

Parents can contact the school to request a meeting with the SENDCO at any time throughout the year.

If your child has an EHCP then you will be invited to attend an annual review which will be organised by Mrs Southam, our SEND Administrative Assistant. This review is an opportunity for you and any other professionals involved with supporting your child to discuss and review progress against their outcomes.

Useful Contacts

SENDCO: Ms Fleming: sendco@wallingfordschool.com
Administrative Assistants: Mrs Prince & Ms Southan

To contact the SEND Administrative Assistants or any of the Heads of Year, please call the main switchboard on: 01491 837115.

Mr Choi, Head of Year 7: choif@wallingfordschool.com
Ms Walker, Head of Year 8: walkerd@wallingfordschool.com
Ms Dudding, Head of Year 9: duddingc@wallingofrdschool.com
Ms Shine, Head of Year 10: shinem@wallingfordschool.com
Ms Hearn, Head of Year 11: hearne@wallingfordschool.com



Wallingford School, St George's Road, Wallingford, Oxford, OX10 8HH
Website: www.wallingfordschool.com Social Media: [@wallingford4140](https://www.instagram.com/wallingford4140)