

Walton High School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT 2024-2025

What kinds of special educational need and/or disability does Walton High School make provision for?



- Walton High School is a maintained mainstream secondary school (11-18). We have provision to meet the needs of students with moderate and specific Cognition and Learning Difficulties, children with Communication and Interaction Difficulties (including students with Autism Spectrum Conditions), young people experiencing Emotional, Social and Mental Health difficulties and children with Sensory and/or Physical difficulties.
- It should be noted, however that Walton High School does not have enhanced or specialist provision for any specific type of additional or special educational need.

How will I know about my child's progress in school?



- Every term you will receive information about your child's progress in each subject area, comparing their current attainment with their target grade. You will also be informed about their behaviour and effort along with any homework concerns.
- Two of the reports will be 'mini' reports, the third will be a 'full' annual report.
- There is one parents' consultation evening for each year group, every year. Dates of Parents' Consultation Evenings are published in the school calendar and on the school website.

How will Walton High School identify and assess my child's special educational needs?



- **Walton High School believes that children's needs should be identified and met as early as possible. This is done through:**
 - The analysis of data including entry profiles, Key Stage 2 SAT results, reading ages, other whole-school learner progress data.
 - Classroom-based assessment and monitoring arrangements.
 - Following up parental concerns.
 - Tracking individual children's progress over time.
 - Liaison with primary schools on transfer.
 - Information from previous schools.
 - Information from other services.
 - Undertaking, when necessary, a more in depth individual assessment - this may include psychometric assessments, chosen to deliver appropriate, useful information on a learner's needs.
 - Involving an external agency where the student is not making adequate progress and specialist knowledge that goes beyond that available in the school is required.

Who should I contact if I have concerns about my child's progress at school?



- In the first instance, if you are concerned about a specific subject, contact that subject teacher. All teachers can be contacted on the main school telephone number: 01785 334917
- If your concern is more general about your child's progress across a number of subjects you should contact your child's Head of Year

Year Group	Head of Year
Transition Manager	Mrs Turner
Year 7	Mrs Downes
Year 8	Mr Baker
Year 9	Mrs Clifford
Year 10	Miss Humphreys
Year 11	Miss Hyde

- All Heads of Year & the Transition Manager can also be contacted on the main school telephone number: 01785 334917
- Your child's teacher or the Head of Year can consult the SENDCo at any point and will discuss with you whether a referral is appropriate

How does Walton High School evaluate the effectiveness of provision for students with Special Educational Needs and/or Disability?



The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the Heads of Department and Senior Leaders.
- Ongoing assessment of progress made by intervention groups.
- Work sampling on a termly basis.
- Scrutiny of planning.
- Informal feedback from all staff.
- Learner interviews when setting new targets or reviewing existing targets.
- Learner progress tracking using assessment data.
- Attendance records and liaison with Educational Welfare Officer (EWO).
- Regular meetings about learners' progress between the SENDCo and Head of House.
- The Headteacher's reports to Governors.

How does the school assess and review the progress of students with Special Educational Needs and/or Disability?



- In addition to the reporting on progress outlined above for all students at Walton High School, those with SEND will have regular reviews. At these meetings the existing Student Passport will be reviewed and if necessary, the next plan will be developed.

How is the curriculum and learning environment adapted to meet the needs of students with special educational needs and/or disability?



- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide scaffolded learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address the needs identified for individual learners.

What additional support for learning is available at Walton High School?

All Students

- High quality teaching scaffolded to meet individual needs
- High quality marking and feedback
- Pastoral support
- Access to enrichment activities
- Regular assessment and progress tracking
- Careers guidance

Some students

- Literacy & Numeracy Interventions
- Access to The Study Support Centre
- Access to Homework Club
- Additional adult support in lessons
- Enhanced pastoral care
- Dyslexia strategy Training
- Individual Mentoring
- Speech and Language Intervention

A small number of students

- 1:1 additional tuition
- Specialist support, including support from outside agencies
- Intervention /support from the SEND Team
- Pastoral support programmes
- Multi-agency intervention
- Counselling
- Diagnostic assessment
- KS4 Alternative Curriculum

What is Walton High School's approach to teaching students with Special Educational Needs and/or Disability?



- All learners will have access to high quality teaching scaffolded for individual learners.
- The routine and prolonged withdrawal from mainstream of learners is not recognised as good practice and does not promote rapid progress. Progress is best promoted through a range of good, inclusive strategies, interventions and scaffolding of the usual school curriculum.
- Some vulnerable learners will have access to interventions. These will be learners who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be learners with special educational needs. This is considered to be an adaptation of the usual school curriculum – not a special intervention for learners with SEND.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school.
- Learners will be offered SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum and additional interventions on offer for all learners in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.

How does Walton High School include students with Medical Conditions?



- If a pupil has a medical need then a detailed Health Care Plan is compiled by school in partnership with parents, the school nurse and, if appropriate, the pupil themselves. Staff who provide medicine administration complete appropriate training and this is overseen by the school nurse and follow the LA policy/DfE guidelines included within **Supporting pupils at school with medical conditions** (Statutory guidance for governing bodies of maintained schools and proprietors of academies in England February 2014).

How does Walton High School adapt the Curriculum and Learning Environment for students with SEND?



- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide scaffolded learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum
- Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of approaches to address the needs identified for individual learners and provide access to the curriculum.
- For a small number of students, the school offers an alternative curriculum option for KS4. This option is offered to vulnerable learners when the school feels it is appropriate to their needs.

What activities are available to my child outside of the school curriculum?



- Walton High School is an inclusive school and all students regardless of disabilities and/or special educational needs have a recognised right to be included in all aspects of the school.
- All students at Walton High School have the opportunity to access trips including residential visits.
- No student will be denied access to a trip because of their Special Educational Needs and/or Disability.
- Where needed the school will undertake risk assessments and if needed provide additional support to ensure that students with Special Educational Needs and/or Disabilities have access to extra-curricular activities.

What support is there for my child's overall well-being?



- We have a robust safeguarding policy and protocol in place. Student's health and well-being are a paramount concern.
- All students have access to high quality pastoral care, provided by their Form Tutor and Pastoral Team. For some students enhanced pastoral care is made available to meet particular needs.
- The school employs a fully qualified School Counsellor.
- We have a robust anti-bullying policy and procedures to address any incidents
- The school employs a number of qualified First Aiders
- Where appropriate we initiate EHAs (Early Help Assessments) that may then lead to TAC (Team Around the Child) meetings.
- We work closely with Health and Care practitioners to ensure students are provided with co-ordinated support
- When appropriate the school secures additional support for students from other agencies

Walton High School's SENDCo.



Miss Jane Byrne

Walton High School

The Rise

Walton-on-the-Hill

Stafford

ST18 0LJ

Tel: 01785 334917

What training is provided for staff supporting my child?



- In accordance with Section 6 of the SEND Code of Practice 2014, our Special Educational Needs and Disability Coordinator is a qualified teacher with specialist qualifications and statutory accreditation.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual learners will be sought when a learner's lack of progress suggests it may be appropriate.

How will Walton High School secure specialist equipment and facilities for children with Special Educational Needs and/or Disability?



- When specialist equipment or a high level of staffing support is required to support a learner with special educational needs, Walton High School will fund this SEND support up to £6,000 per annum for each individual learner. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for Additional Educational Needs Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

How are parents of children with special educational needs and/or disability involved in the education of their child?



The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all learners, in particular, those not making expected progress and, for some learners identified as having special educational needs, involving parents in drawing-up Student Passports and monitoring progress.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the SENDIASS – Staffordshire Family Partnership.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language upon request.

How are children with special educational needs and/or disability involved in making decisions about their education?



- We recognise that all learners have the right to be involved in making decisions and exercising choice. In most lessons, all learners are involved in monitoring and reviewing their progress through the use of targets.
- We endeavour to fully involve all learners by encouraging them to:
 - State their views about their education and learning.
 - Identify their own needs and learn about learning.
 - Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
 - Self-review their progress and set new targets.
 - (For some learners with special educational needs) to take part in the development, monitoring and review of their Personal Action Plan.

What do I do if I have a concern about the provision made for my child?



- If there are any complaints relating to the provision for children with Special Educational Needs and / or Disability these will be dealt with in the first instance by the Head of House and SENDCo, then, if unresolved, by the Headteacher.
- The governor with specific responsibility for SEND/inclusion may be involved if necessary.
- In the case of an unresolved complaint the issue should be taken through the general Governors' complaints procedure (see separate Complaints Policy).

What specialist services and expertise are available to support Walton High School in meeting my child's Special Educational Needs and / or Disability?



Effective working links will also be maintained with a variety of outside agencies, including health and social services to assist the school in meeting the needs of all students. Where it is agreed that a student requires additional support from outside the school, a EHA will be completed to identify the appropriate services to involve.

Walton High School currently receives support from

- Special Educational Needs Support Service (SENIS)
- Educational Psychology Service
- Specialist Services
 - Autism Inclusion Team
 - Hearing Inclusion Team
 - Visual Inclusion Team
 - Speech and language Service (SALT)
 - CAMHS (Child & Adolescent Mental Health Service)
- Entrust Behaviour Support Team
- The Virtual School for Looked After Children
- The Educational Welfare Service
- The Local Support Team

Where can I get further advice and information from?



SENDIASS Staffordshire Family Partnership: Contact Number: 01785 356921
Email: sfps@Staffordshire.gov.uk

SENDIASS Family Partnership (formerly SEND Family Partnership) is for parents and carers of children and young people aged 0 to 25, with special educational needs and disabilities (SEND).

They offer information, advice and support about education, health and social care issues to support **Staffordshire's SEND Local Offer**.

The SEND Assessment and Planning Team can be contacted on

Stafford and South Staffs Locality Office 01785 356854

East Staffs and Tamworth Locality Office 01283 239755

Lichfield and Cannock Locality Office 01543 512050

Newcastle and Moorlands Locality Office 01782 297524

How do you prepare my child for joining your school or transferring to another phase of education?



- We will ensure early and timely planning for transfer to a learner's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all learners in receipt of SEND support. Learners with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the learner in coming to terms with moving on will be carefully planned and may include familiarisation visits and counselling.
- Learners and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.

Where can I get further information about services/support for my child?



- The Staffordshire Local Offer can be found at:

www.staffordshireconnects.info