Special Educational Needs (SEN) Information Report

Walton High

Approved by: 5D Trust	**Date:**
Last reviewed on:	01.09.2025
Next review due by:	01.09.2026 – note: this document should be updated **annually** and as soon as possible when any of the information in it changes

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Aims

This report outlines how we implement our Special Educational Needs and Disabilities (SEND) policy at Walton High. Our aim is to provide a clear and transparent overview of the support available for pupils with SEND, and how this is embedded into everyday school life.

For full details of our SEND arrangements, please refer to our SEND Policy, available on the Walton High website.

As part of the Five Dimensions Trust, Walton High is firmly committed to the principle that every child is unique and deserves equal access to a broad and balanced curriculum. We believe that all pupils—regardless of ability, race, gender, or need—should be fully included in all aspects of school life and treated with respect and dignity.

1. What SEND needs does the school provide for?

We are a non-selective, co-educational school based in Milton Keynes. We are committed to the belief that every child has the potential to succeed when provided with the right level of support.

We offer a mainstream education that is adapted to a wide range of needs. We aim to support children with the following, provided they can access mainstream education with reasonable adjustments:

Our approach is rooted in personalised support, inclusive teaching practices, and a collaborative partnership with families and professionals to support every child both academically and socially.

Area of need	**Condition**
Communication and interaction	Autism spectrum disorder (ASD / 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 – Inattentive)
	Pathological Demand Avoidance (PDA)
	Anxiety
	Mental Health
	Social and Emotional
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Walton High data for September 2025

SEN Status	**WT**	**Total**
EHCP	15	33
SEN Support	137	205
SEN Monitoring	47	243

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 these pupils. This includes:

- Hearing impairment team
- Visual impairment team
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team (MHST)
- Education welfare officers
- Social services
- Other local authority (LA) provided support services
- Voluntary sector organisations
- Bridge Academy

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

A**t Walton High** we are proud to have highly qualified and experienced professionals leading our SEND provision.

Victoria Berry is our designated **SENDCO**. She holds the **National Award for Special Educational Needs Co-ordination** and bring extensive experience from working in Special Educational Needs schools over many years.

Supporting the pastoral and inclusion needs of our students:

- At **Walton High**:
    - **Deborah Cloke** – *Pastoral Manager*
    - **Sophie Pritchard** – *Inclusion and Intervention Manager*

- **Carl Beaney** serves as our **Student and Family Support Advisor**, providing essential support to students and their families across both campuses.

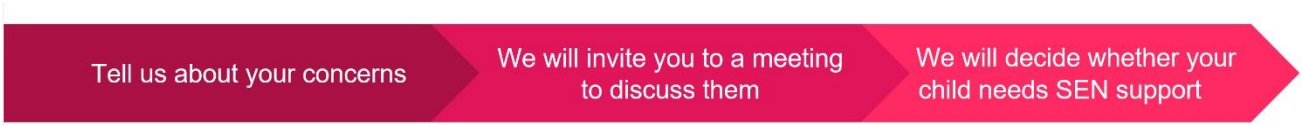
Staff Training and Specialist Support

All teaching staff and Learning Support Assistants receive high-quality, regular, and mandatory training focused on:

- Effective teaching practices
- Strategies to support pupils with specific needs

Training is delivered by the SENDCO and other relevant staff members. Where necessary, specialist staff will be engaged based on the individual needs of the child, in collaboration with parents/carers and the local authority.

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



If you think your child might have SEND, the first person you should inform is your child's tutor or progress leader.

You can contact the SEND department by sending an email to vberry@wh5d.com

A member of the SEND team will contact you to discuss your concerns.

You can book a brief appointment with the SEND team.

You can also contact the SENDCO directly vberry@wh5d.com

We will meet with you to discuss your concerns to gain a better understanding of what your child's strengths and barriers to learning are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what has been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND or Monitoring register. A Student Passport will be created.

Your child will remain a central part of each process to ensure that their voice is heard.

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

All pupils sit baseline tests during the pupil induction period when they start at Walton High. This provides the school with an overview of a pupil's reading, writing and numeracy strengths and weaknesses. This produces standardised scores that can be compared both in school and nationally with their peers. We will use this information in addition to any information gained from the child's previous setting.

Diagnostic tests used may include:

- GL Assessments: New Group Reading Test (NGRT)
- Cognitive Abilities Test (CAT4)
- Whole school assessments to work out learning gaps to then plan the curriculum

At Walton high our staff are making conclusions using formative assessment throughout the school day and they are continually monitoring pupil progress. If the teacher notices that a pupil is falling behind, they will use strategies such as questioning and recall tasks to establish why. If they find a gap in learning or understanding, they will use a range of strategies to support in that area or skill to bridge any gaps. Pupils who do not have any barriers to learning usually make progress quickly once the gap in their learning has been addressed.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO and will contact you to discuss the possibility that your child has barriers to learning. Walton High operates a graduated response to pupil needs which aims to ensure early intervention and implementation of strategies necessary to meet their individual needs.

Interventions will be carried out based on concern that a pupil:

- Makes little or no progress
- Shows (ongoing) difficulty developing literacy or numeracy skills
- Presents with persistent emotional and behavioural difficulties

- Has communication and/or interaction challenges which continue despite curriculum adaptations, or may prevent the development of social relationships, or hinder learning If needed, we will provide the following through external means:
- Has sensory or physical problems, which continue despite the use of specialist equipment (or may require additional specialist equipment or advice)

Concerns may be raised in the first instance with a pupil's Tutor, Progress Leader, subject teacher or campus SEND team.

The pupil will be observed in class and around school by the members of staff to ascertain the learning barriers of the pupil. They will have discussions with your child's teachers, to see if there have been any differences in their progress, attainment, or behaviour.

Once the evidence has been collected, they can then determine what steps should be taken to support the pupil. The team will also compare your child's progress and development with their peers and available national data. This allows us to understand where the pupil is academically and how to help their progress.

The SENDCO will gather the views of the parent and pupil. They may also, where appropriate, ask for the opinion of external experts such as the Specialist SEND teachers at Milton Keynes Council, an educational psychologist, School Nursing Team or a paediatrician.

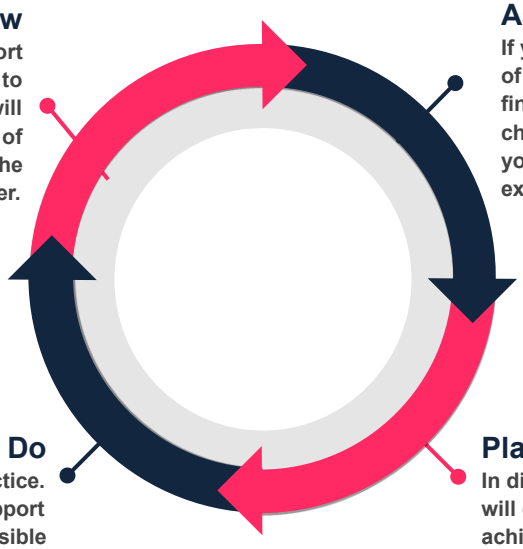
Based on all of this information, the SENDCO will decide in collaboration with you, whether your child needs SEND support.

If your child does need SEND support, their name will be added to the school's SEND or Monitoring register. The SENDCO will advise both teachers and support staff of strategies in which to best support your child within the classroom and around school.

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

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

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



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENDCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage, we set outcomes for what we want your child to 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 6-8 weeks and refine the intervention as we know that all students are different. These interventions can be in class, outside of class, 1:1 or a small group.

This process will be continual; interventions are not expected to run form more than 12 weeks. These are short term interventions, at the end of this time students are expected to have bridged the gap in their understanding and be confident to continue in class independently. For some students however, the intervention cycle will continue, these are classed as long term interventions.

The SEND team will constantly assess SEND children's progress towards their outcomes through meeting with the children, observing them in lessons and by having regular feedback from their class teachers. Assessment data will also be reviewed and scrutinised to see where individuals strengths and weaknesses are.

This will then be communicated openly by the SENDCo, or key staff where parents/carers and children can feedback on their own views on progress towards outcomes. If your child has an EHCP, one of these meetings will be the Annual Review.

The school constantly reviews all children's progress through:

- Current attainment levels are collected and verbal information shared by, respective feeder schools
- All pupils are assessed on entry to school; baseline tests are conducted including reading, English and math's.
- Regular quizzing and assessments are conducted by subject teachers
- Current attainment grades are communicated regularly to parents.
- Any child who has, or is suspected to have, barriers to learning will be assessed further to identify and support their individual learning journey.
- Every child meets with form tutor daily in form groups
- Pupil Passports are put in place, when necessary, these provide information to teachers about need and advise support strategies
- Additional SEND meetings are included as a part of each parents' evening, as a part of the ongoing dialogue for pupils with SEND support.

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

We strongly encourage parents to maintain regular communication with the school, as this partnership plays a vital role in supporting each child's success. Equally, we encourage pupils to feel comfortable sharing their thoughts, feelings, and any challenges they may be facing. This is primarily facilitated through their form tutor, who serves as the first point of contact.

In addition to the form tutor, parents and carers are welcome to reach out to the school's **Pastoral Team** and/or **SENDCO** for further support. We believe that consistent and open communication between home and school is key to fostering a positive and productive learning environment.

In which we:

- 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

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

Your child's form teacher will be in regular contact with you.

The main ways that parents and children are involved with the school are:

- Parents evenings that include meetings with the SEND Team or as needed for Annual reviews for pupils with EHCP.
- Transition days for all new year 7 pupils in the Summer term; and, prior to this, an additional taster session for pupils with an EHCP and any other pupils with SEND if discussion with the feeder school suggests it would be appropriate.

Pupils see their tutor each morning and can raise any concerns with the tutor then, we also encourage pupils to speak to any other member of staff.

If you feel an additional meeting is required, please contact the child's tutor, pastoral team or a member of the SEND team.

We know that you are 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 are working to meet your child's needs, so that you can provide insight into what you think would work best for your child.

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 form 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 students 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
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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

At Walton High, we provide all our students with a well-planned curriculum supported by subject specialists. We treat all students as individuals and value their identities and the contributions that they bring to the school community. Class teachers are responsible for the monitoring and progress of the students in their class. They work in collaboration with the SEND and Pastoral teams to make reasonable adaptations and adjustments to their lessons to provide opportunities to all.

These adjustments and adaptations may include:

1. Examination access arrangements in line with JCQ regulations
2. Use of a reading pen in class.
3. Use of a laptop.
4. Learning support assistant in class providing small group support.

We may also provide the following interventions:

Area of need	Condition	How we support these pupils
Communication and interaction	Autism spectrum disorder (ASD)	Supported social time Sensory equipment for the classroom such as noise cancelling headphones and fidget toys
	Speech and language difficulties	Speech and language support sessions provided by a level three trained practitioner.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing pencil grips Concrete resources Tinted exercise books Tinted overlays
	Moderate learning difficulties	Additional processing time Printed resources to reduce overload
	Severe learning difficulties	Additional processing time Printed resources to reduce overload
Social, emotional and mental health	ADHD, ADD	Brain and movement breaks Uniform adjustments
	Adverse childhood experiences and/or mental health issues	EBSA/soft start School counselling sessions Referral process to wider agencies Safeguarding workshops Alternative provisions such as Ride High
Sensory and/or physical	Hearing impairment	Adaptation according to Teacher of the Deaf recommendations
	Visual impairment	Bold lines exercise books Magnifying glass Enlarged resources Strategic seating plans
	Multi-sensory impairment	Adaptation according to medical professionals recommendations Uniform adjustments Fidget toys
	Physical impairment	Adaptation according to medical professionals recommendations

These interventions are part of our contribution to Milton Keynes' local offer.

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

At Walton High we constantly monitor the quality of teaching and learning. We will evaluate the effectiveness of our provision for your child by:

- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SEND team.
- Using school support plans and reports
- Holding regular reviews for all students with either school support plans or EHCPs
- Holding an annual review (if they have an education, health and care plan)

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

The school will use the notational budget to provide additional support to students, this includes the provision of tinted resources, overlays, reading pens and intervention programmes.

Some students may require additional resources or support that we are not able to provide from this budget. In this instance the school will make an application for additional top-up funding.

The school will work with the council and other outside agencies to ensure that the students' needs are met.

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

Walton High is an inclusive school as all students have equal opportunities to access all parts of the curriculum.

Risk assessments will be carried out prior to trips and activities, and reasonable adjustments will be made to accommodate pupils' additional needs.

All extra-curricular activities and school trips are available to all our pupils. No pupil is ever excluded from taking part in these activities because of their SEND need. We ensure that all reasonable adjustments have been made to include all pupils.

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

At Walton High we ensure that pupils with SEND are admitted on equal basis with others in accordance with our admissions policy.

At Walton High we review the EHCP's of pupils who are in year 5 of a feeder school who have named Walton High as a prospective school. This process includes reviewing the reasonable adjustments that may be needed to support the prospective pupil coming into year 7. We will then inform the local authority of our decision stating that we can or cannot meet the needs of the student.

13. How does the school support pupils with disabilities?

Walton High support pupils in line with the Special Educational Needs and Disability Act 2001. We work with external professionals to ensure that the necessary adaptations are made to meet the needs of pupils with additional needs.

The school covers a large site, pupils can access each floor via a lift, and the building is wheelchair accessible. Students with mobility needs will be allowed to leave their lessons 5 minutes early to ensure they can move safely and efficiently around the building. There is also a disabled toilet on each corridor.

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

At Walton High, we believe the wellbeing of every pupil is our highest priority, and we are committed to fostering a nurturing environment where all students can thrive.

We actively promote the development of social and emotional skills through a broad range of extra-curricular clubs, as well as through our PSHE and assembly schedule. Our student council empowers pupils to express their views and contribute to school life, supported by regular student voice surveys.

For pupils requiring more targeted support, we offer a range of individualised interventions, including:

- Small group social skills intervention program
- Referrals to external agencies such as Early Help, CAMHS, MHST, and our school counsellor, where appropriate

Our pastoral care network includes tutors, pastoral teams, the SENDCO, Safeguarding and the Senior Leadership Team (SLT), all working collaboratively to support each pupil's emotional and social development.

We operate a zero-tolerance approach to all forms of bullying, including:

- Online (cyberbullying)
- Face-to-face
- Verbal
- Physical

Bullying is recognised as a form of child-on-child abuse and is dealt with efficiently due to its potential impact on emotional wellbeing. Our preventative approach promotes high standards of behaviour and reduces opportunities for bullying throughout the school day.

Staff maintain a strong presence during duties, and inter-departmental communication ensures concerns are swiftly addressed. Inclusion meetings are held regularly to proactively identify and respond to emerging issues related to pupil interactions and safeguarding.

Our assembly programme also plays a key role in broadening pupils' understanding of global issues and reinforcing the school's expectations and values.

We provide support for pupils to progress in their emotional and social development in the following ways:

- All pupils are encouraged to be part of the school council
- All pupils are encouraged to be part of enrichment club to promote teamwork/building friendships
- Identified students are provided with targeted interventions around mental health and emotional regulation
- Support social time is available for pupils who may need additional adult support

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

At Walton High, we are committed to ensuring the best outcomes for every child. Whether a student is joining us or moving on to a new setting, we work closely with families, schools, and external organisations to ensure a smooth and successful transition.

Every child in invited to transition day in July.

For pupils with Special Educational Needs and Disabilities (SEND), we offer an extended transition programme. Our SENDCO collaborates closely with feeder schools to prepare students and their families for their move to Walton High, ensuring that individual needs are understood and supported from the outset.

The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming pupils at the start of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

In year admissions are provided with a ‘buddy’ in their tutor group to help them learn their way around the building and establish a friendly face in tutor.

When a student transfers to another school or educational setting, we ensure that all relevant school records are shared promptly and securely. For students with SEND, we also provide detailed information about their needs, pupil passport, interventions, and progress to ensure continuity of care and provision.

If possible, we invite the new setting to the final Annual Review that we will hold for students with an EHCP so a transition plan can be set up as part of this meeting.

We provide all our pupils with appropriate advice on paths into work or further education; by ensuring they have made appointments to meet with our career advisor team.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

Our goal is to make every transition—whether into, within, or out of our school—as positive and wellsupported as possible.

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

The designated teacher for looked-after children and previously looked-after children, will work with, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil’s circumstances and their SEND 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 SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHCP are consistent and complement one another.

Designated teachers for LAC:

- Walnut Tree Mrs Victoria Berry

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

Complaints about the SEND provision in our school should be made to the SENDCO in the first instance.

If you are not satisfied with the SENDCO's response to the concerns you have raised, you can escalate it to the campus principal

- Walnut Tree Mr Jim Rowland

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

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 Milton Keynes local offer, they publish information about the local offer on their website:

Milton Keynes City Council

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

SENDIAS | Milton Keynes City Council

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle
- National Autistic Society

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
- **SENDCO** – 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