

# Special Education Needs and Disabilities Report

*Special educational provision means educational provision that is **additional to**, or otherwise **different from**, the educational provision made generally for students of their age in schools maintained by the state.*

## Introduction

At Walton High we aim to meet the needs of individual students through effective quality first teaching and learning. We work in a flexible way to develop partnerships with students and their parents, staff, and professionals to ensure that the school can meet a broad range of special educational needs. Our aim is to support students' academic progress and achievement by removing barriers to learning using a wide range of strategies.

In line with the Code of Practice (2014), a student has SEN where their learning difficulty or disability calls for special educational provision. Making higher quality teaching available to the whole class is likely to mean that fewer students will require such support. Slow progress and low attainment do not necessarily mean that a student has SEN.

The Special Educational Needs and Disabilities (SEND) Information report should be read in conjunction with the 5DT SEND Policy which can also be found on the Policies section on the school's website.

## 1. Types of special educational needs for which provision is made at Walton High.

Our school currently provides additional and/or different provision for a range of needs including:

**Communication and Interaction**, for example Autism Spectrum Condition, Asperger's Syndrome and speech and language difficulties.

**Cognition and Learning**, for example, specific learning difficulties; dyslexia, dyspraxia

**Social, Emotional and Mental Health difficulties**, Attention Deficit Hyperactivity disorder (ADHD).

**Sensory and/or Physical needs**, for example, hearing impairments, visual impairments, processing difficulties and epilepsy.

## 2. Identification and Assessment of SEND pupils at Walton High

Information on a student's special educational need may come from the vigorous tracking and monitoring of the progress of all students throughout their time at Walton High, to achieve this we use a range of tools and assessments:

- Primary school data and testing.
- Based line testing in year 7, for example cognitive ability tests and reading ages.
- Round robin teachers feedback, to gather the full picture of the student.
- Learning walks
- Book scrutiny.
- Progress monitoring in line with common assessment points.
- Parental concerns and conversations to build the big picture.
- SEND referral forms
- Student Profiles – sharing High Quality Teaching and monitoring the student's progress.

- Student observations
- Professional reports (i.e. Speech and Language Therapy, Occupational Therapy, Educational Psychologist Service, Specialist Teachers)
- Communication between individual child, parents, and other stakeholders

If the child or young person has an Educational, Health and Care Plan, parents/carers, and anyone involved in the support of the child or young person, will be invited to an Annual Review, this process is coordinated by the SENDCo

### **3. Making provision for pupils with SEND needs at Walton High.**

At Walton High we take a positive and proactive approach to improve the outcomes for all students with SEND needs in line with the requirements of the Disability Discrimination Act 2010, we also follow the Special Needs Code of Practice 2014, to implement support across the school.

We follow the graduated approach and the four areas of the cycle, assess, plan, do and review. Walton High uses a range of tools to assess and review the progress of pupils such as formative and summative assessments, progress reviews, observations, feedback on targets or outcomes. Subject teachers, progress leaders, the SENDCo and others involved in the review of the child or young person, carry out a clear analysis of a pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Previous progress, attainment and behaviour of the pupil
- Other teacher' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's views
- Advice from external support services, if relevant.

### **4. Evaluation of the effectiveness of our provision for SEND students**

- The SENDCo hold regular observation in class and learning walks to review effectiveness of teaching practice
- Regular collection of feedback and view from the student and their parents
- Review pd student Passports and SEND strategies applied in lessons

### **5. Assessment and review of the progress of pupils with SEND needs and EHCP plan**

- Robust tracking and monitoring of the progress
- Systematic meetings within subject departments, pastoral team and at senior level to review students' progress
- Termly subject review meetings to evaluate the progress of children with SEND and EHCP across the curriculum

### **6. Approach to teaching students with SEND, including those with an EHCP**

According to the SEN code of practice every teacher is a teacher of SEND, which mean that they are accountable for the progress of SEND students.

- Having high standards and expectations for all children, including those with SEND needs
- Applying high quality teaching in the classroom

- Effective adaptations of taught materials to meet individual needs of all SEND students
- Appropriate challenge and support available in class
- Evidence-based and high levels impact interventions and additional support

#### **7. Adaptation of the curriculum and learning environment for students with SEND needs, including those with an EHCP**

- We provide alternative curriculum pathways that suit students' abilities and aspirations
- There is learning support available in the classroom according to the individual needs
- Additional intervention is available for targeted students

#### **8. Additional support for learning available to students with SEND needs, including those with an EHCP**

- Numeracy
- Literacy
- Deployment of Learning Support Assistant in mainstream lessons
- Support from external agencies
- Emotional, behaviour and social support from the mentors and school's councillor

#### **9. Activities available for students with SEND, including those with an EHCP**

- An extra-curricular programme with various clubs available during and after school
- A lunch time club in the Learning Link to enable students to eat lunch and socialise in a supervised environment
- Homework club lunch time and after school

#### **10. Available support for improving the emotional, mental and social development of pupils with special educational needs**

- Targeted interventions to support social communication (i.e. Zones of Regulations)
- Assigned mentoring and counselling sessions
- Regular home school liaison

#### **11. Expertise and training of staff**

At Walton High we have three qualified Special Educational Needs Coordinators across the two campuses. They lead a team of Learning Support Assistants. We provide continuous professional development to develop our staff in a range of specialisms, including speech and language therapy, Read Write Ink Phonics and White Rose Maths.

## **12. Securing equipment and facilities to support children and young people with special educational needs**

Walton High works closely with the local authority to acquire specialist assistive equipment needed for our pupils to be able to access the curriculum. We have a range of equipment available for those students who are identified as needing assistive equipment, such as the use of a laptop or reading pen.

The SENCO informs the Facilities Manager and staff, through the SEND register, which students would require special needs assistance for any reason i.e. during an evacuation or other emergency.

Walton High is accessible to wheelchair users and others with a range of needs. These facilities include:

- Lift
- Dedicated disabled toileting facilities, including a shower (no hoisting facilities)
- Electronically controlled doors in corridors allowing fire doors to remain open for ease of movement around the school
- Height adjustable furniture in science laboratories and ICT and technology classrooms and the facility to have raised tables in all mainstream classrooms, where needed
- Signage designed to support those with visual impairment needs
- Alternative methods of communication with home on request.

## **13. Arrangements for consulting parents of children with special educational needs**

- Termly parents evening
- Regular consultation with parents with regards to their SEND needs (Tutor, Pastoral, Head of Year, Medical Support)
- Home-school liaison throughout various adult working with children that have SEND
- Sharing relevant information about support available with parents / carers. The arrangements for consulting young people with special educational needs

We keep at heart the needs of the child and their rights to self-advocacy, which means we always seek the views of the child when discussing their educational provision. We aim to involve the child in a various aspect of the school, including school council, leadership roles and sporting opportunities.

## **14. The complaint procedure**

Walton High take complaints seriously and are dedicated to resolve concerns in a timely manner. We are committed to working closely with parents and carers and any member of staff can be contacted in the first instances to raise concerns. This includes:

- Form tutors and or subject teachers
- Head of Year / or department.
- School Nurse
- SENDCo
- Head of Sixth Form
- Designated Safeguarding Lead

A copy of the school complaints procedure is available at: [Walton High](#)

### **15. Contact details for the SEND team at Walton High**

Mrs Berry - SENDco Walnut Tree Campus  
Mrs Templeman - SENDco Brooklands Campus  
Mrs Smith – Brooklands Campus

Mr Ayser Asif- SEND Governor Walton High

### **16. Specialist services from outside sources can be accessed from Walton High. These include:**

- Educational Psychologist support from Milton Keynes Council.
- Health Authority – child psychology department / school nurse
- CAMHS
- Social Services
- Ethnic Minority Achievement Network
- Milton Keynes Inclusion and Intervention Team
- Police and Walton High's PC SSO
- Children and Family Practices
- Alternative provisions

### **16. Contact details of support services**

Most pupils at various stages in their learning require additional support, some more than others, and at Walton High we adhere to the SEND Code of Practice to ensure that children and young people's individual needs are met in line with the local authority offer.

Further information regarding Milton Keynes Council's SEND Local Offer can be found here: [Milton Keynes City Council \(mksendlocaloffer.co.uk\)](http://mksendlocaloffer.co.uk)

Walton High's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

- SEND transition in year 6
- Support at college applications
- Visiting colleges / careers fair.
- Supporting parents providing information around the next stage of education, i.e. year 5 visits, college open evenings and apprenticeships.
- Alternative provisions.