



Walton Primary Academy Special Educational Needs and Disability Policy and Information Report

Date	Review Date	Lead	Nominated Governor
September 2022	September 2023	A Fahy R Travis	Rebecca Woods

1. Introduction

At Walton Primary Academy we ensure that all children have access to an enriched environment and a stimulating curriculum that enables all children to enjoy and achieve their full potential. Children are encouraged to foster a keen desire to learn and do well and reach their goals in a safe and secure learning environment. We have an inclusive ethos which supports systems for early identification of barriers to learning and participation. Teachers take account of children's requirements and make provision to support individuals or groups of children. We recognise that children may have special needs at any time throughout their time in school. As such, we are committed to narrowing the attainment gap between children with SEND and their non-SEND peer.

2. Aims

At Walton Primary Academy we aim to foster an inclusive environment where individual differences and diversity are valued and all children are respected, so they develop high self-esteem and self-confidence and are able to participate fully in the life of the school. We do this by:

- o ensuring children with special educational needs are identified in accordance with the [Code of Practice](#) and endeavouring to meet the individual needs of each child;
- o identifying, at an early age, individuals who need extra help and attention;

- providing equal access of provision to all children – enabling each pupil to partake in, and contribute fully, to school life;
- recognising the entitlement of children with SEND to a ‘broad and balanced education’, including the Foundation Stage and National Curriculum;
- enabling each pupil to reach his or her full potential, in both curricular and extracurricular activities;
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children;
- ensuring a high level of quality provision is available for children with SEND;
- providing for children’s individual needs by supporting them in various ways – whole class, small groups and individual;
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements;
- working with parents and other agencies to provide support and opportunities for children with SEND;
- using a variety of teaching strategies to facilitate meaningful and effective learning for all children;
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child’s individual needs;
- ensuring access to a range of resources to support staff in their teaching of children with SEND; and
- including the voice of the child in monitoring and reviewing:
 - Leaner Profiles
 - Supporting Me to Learn Plans
 - My Support Plans
 - EHC Plans

3. Legislation and Guidance

This policy and information report complies with the statutory requirement laid out in the [SEND Code of Practice 0 – 25 \(July 2014\)](#) 3.65 (updated May 2015) and has been written with reference to the following guidance:

- [Equality Act 2010 – Advice for schools DfE Feb 2013 \(updated June 2018\)](#)
- [SEND Code of Practice 0-25 \(July 2014\) \(updated May 2015\)](#)
- [Children and Families Act 2014](#)

- [Schools SEND Information Report Regulations \(2014\)](#)
- [Schedule 1 of the Special Educational Needs and Disability Regulations 2014](#)
- [Statutory Guidance on Supporting pupils at school with medical conditions \(April 2014\)](#)
- [The National Curriculum in England: framework for KS1 and 2 \(July 2014\)](#)
- [Teachers Standards 2012](#)
- [General Data Protection Regulation 2018](#)
- [Walton Primary Academy Safeguarding Policy](#)
- [Walton Primary Academy Accessibility Plan](#)
- [Walton Primary Academy SEND Provision Map](#)

4. Definition of Special Educational Needs

4.1. A child has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

4.2. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of children of the same age;
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or
- c. are under compulsory school age and fall within the definition of the above statements or would so do if special educational provision was not made for them

(SEND Code of Practice 2014 – updated 2015)

5. Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The governors, in consultation with the Headteacher and Special Educational Needs Co-Ordinator (**SENCO**), have a legal responsibility for determining the policy and provision for pupils with special educational needs. They maintain a general overview and have appointed two representatives who takes particular interest in this aspect of the school.

5.1. **Our SEN governor is** Rebecca Woods.

5.2. **Our Governors will ensure that:**

- 5.2.1. the necessary provision is made for any pupil with SEND;
- 5.2.2. all staff are aware of the need to identify and provide for pupils with SEND;

- 5.2.3. pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- 5.2.4. the Supporting Me to Learn Plan informs parents how the school is making sure they are meeting the learning needs of individual pupils;
- 5.2.5. they have regard to the requirements of the [Code of Practice for Special Educational Needs \(2014\)](#);
- 5.2.6. parents are notified if the school decides to make SEND provision for their child;
- 5.2.7. they are fully informed about SEND issues, so that they can play a major part in school self-review; and
- 5.2.8. they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

5.3. Our Headteacher is responsible for:

- 5.3.1. the management of all aspects of the school's work, including provision for pupils with special educational needs;
- 5.3.2. keeping the governing body informed about SEND issues;
- 5.3.3. working closely with the SENCO;
- 5.3.4. the deployment of all special educational needs personnel within the school;
- 5.3.5. monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole

5.4. The role of the SENCO

School's SENCO is the Assistant Headteacher, Rachel Travis. She is responsible for the day-to-day management and operation of the SEND policy through:

- 5.4.1. overseeing the day-to-day operation of the school's SEND policy;
- 5.4.2. co-ordinating the provision for pupils with special educational needs;
- 5.4.3. ensuring that an agreed, consistent approach is adopted;
- 5.4.4. liaising with and advising other school staff;
- 5.4.5. helping staff to identify pupils with special educational needs;

- 5.4.6. carrying out assessments and observations of pupils with specific learning problems;
- 5.4.7. supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom;
- 5.4.8. liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process;
- 5.4.9. liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents;
- 5.4.10. maintaining the school's SEND register and records;
- 5.4.11. assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, teacher assessments, end-of-term/year tests, SATs;
- 5.4.12. contributing to the in-service training of staff; and
- 5.4.13. liaising with other SENCOs to help provide a smooth transition from one school to the other.

5.5. Class teachers are responsible for:

- 5.5.1. providing high quality teaching for all children;
- 5.5.2. assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil);
- 5.5.3. regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum;
- 5.5.4. retaining responsibility for the child, including working with the child on a daily basis;
- 5.5.5. making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND; and
- 5.5.6. directly liaising with parents of children with SEND.

5.6. Teaching Assistants should:

5.6.1. be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND; and

5.6.2. use the school's procedure for giving feedback to teachers about pupils' progress.

Training Assistants work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Supporting Me to Learn Plans and monitoring progress.

6. SEND Information Report

6.1. The kinds of SEND that are provided for:

6.1.1. SEN is divided into 4 types:

- a. *Communication and Interaction* – this includes children with speech and language delay, impairments or disorders. Children with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language
- b. *Cognition and Learning* – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia
- c. *Social, Mental and Emotional Health* - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- d. *Sensory and/or Physical Needs* – this includes children with sensory, multisensory and physical needs

6.1.2. **Disability means a child who has** a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A physical or mental impairment includes:

- a. learning difficulties, including specific learning difficulties;
- b. medical conditions/sensory impairments such as those affecting sight or hearing including epilepsy, diabetes, more severe forms of asthma, eczema and cancer;
- c. autism; and/or
- d. speech, language and communication impairments.

- 6.1.3. If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.
- 6.1.4. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.'
- 6.1.5. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.
- 6.1.6. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.
- 6.1.7. Walton Primary Academy carries out accessibility planning for disabled pupils. Please see our [Accessibility Plan](#).

6.2. How does school identify pupils with SEND and access their needs?

- 6.2.1. In identifying a child as needing SEND support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Walton Primary Academy will take seriously any concerns raised by a parent. These will be recorded and compared to our own assessment and information on how the pupil is developing.
- 6.2.2. In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO will contact them (with parental consent).
- 6.2.3. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.
- 6.2.4. Adequate progress is defined as progress that:
 - a. closes the attainment gap between the child and their peers;
 - b. prevents the attainment gap growing wider;
 - c. is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;

- d. matches or betters the child's previous rate of progress;
- e. ensures access to the full curriculum;
- f. demonstrates an improvement in self-help, social or personal skills;
- g. demonstrates improvements in the child's behaviour.

6.2.5. A child experiencing difficulty in learning will be identified as;

- a. despite receiving differentiated learning opportunities, makes little or no progress even when teaching approaches are targeted specifically in a child's identified area of weakness;
- b. showing signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- c. presenting persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school;
- d. having sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- e. having communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum and strategies.

6.2.6. Behavioural difficulties do not necessarily mean that a child has SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

6.2.7. At Walton Primary Academy we observe two key duties:

- a. we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people; and
- b. we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.

This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage.

6.3. What should I do if I think my child has special needs or a disability?

- 6.3.1. At Walton Primary Academy we believe that the relationship between parents/carers and the school, is crucial to the educational progress of the child.
- 6.3.2. If you feel that your child may have SEND then you should ask to speak to your child's class teacher or make an appointment when you can discuss your concerns in more detail. Your child's class teacher may also feel that it would be helpful to have the SENCO at the meeting.
- 6.3.3. At the meeting we may feel that we do need to put in place some extra strategies and interventions to try and overcome your child's barrier to learning. At this stage we would place your child on the SEND register.

6.4. How will I be kept informed of my child's progress?

- 6.4.1. School will:
 - a. invite you to review meetings and include you in the development of your child's Learner Profile and Supporting Me to Learn Plans (see below);
 - b. ensure Teachers and the SENCO are available for you to speak to as and when the need arises;
 - c. invite you to attend consultation meetings each term with the class teacher to discuss your child's progress; and
 - d. send you an annual written report from the class teacher which describes the child's progress in all areas of school life.

6.5. How does Walton Primary Academy meet the needs of children with SEND?

- 6.5.1. Where a child is identified as having SEND, support takes the form of a four-part cycle: access, plan, do, review through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children.
- 6.5.2. The first response to such progress should be high quality teaching targeted at the child's areas of weakness. For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning and with these changes in place they are soon able to catch up with their peers and make expected levels of progress. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional

progress with wider development or social needs in order to make a successful transition to Secondary School.

- 6.5.3. In school we call this 'differentiating the curriculum'. Your child's class teacher will be doing this on a daily basis in order to ensure that all the children in the class can make the most of the learning experiences presented.
- 6.5.4. For some children this may not be enough to help them make expected progress and they may need something which is 'additional to and different from' that which is normally provided for all children. If a child requires this type of support the school will monitor them according to the [SEN Code of Practice](#).

6.6. Learner Profiles and Supporting Me to Learn Plans

- 6.6.1. All children at Walton Primary Academy on the SEND Register will have a *Learner Profile*, which details important information about the child including their likes/dislikes, how best to communicate with them, parent's views, attainment levels and how best to support them. Class teachers, parents and pupils and other professionals will all contribute to the Learner Profile.
- 6.6.2. If children's needs are not being met by the Learner Profile a *Supporting Me to Learn Plan* will also be completed. This plan includes short-term outcomes and steps taken to enable children to achieve them and any other professionals who have contact with the child.
- 6.6.3. Aspirational targets are set for all children and these are shared with children so that they are aware of what they need to learn next. Class teachers, parents, pupils and other professionals will all contribute to the Supporting Me to Learn Plan. The Supporting Me to Learn Plan is designed to be a working document which is updated to reflect the current needs of the child.
- 6.6.4. Once a new Supporting Me to Learn Plan has been written, we will carefully monitor the progress being made. If it is felt that, for any reason, the targets are inappropriate, we will discuss more appropriate targets with parents at the earliest opportunity rather than waiting for an ineffective Supporting Me to Learn Plan to run its full course.
- 6.6.5. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan and for maintaining and updating the Learner Profile and Supporting Me to Learn Plan. These are then shared with everyone involved with the child.
- 6.6.6. The school will monitor your child at this stage for a period of time, and inform you of their progress. Often this level of support, in addition to the classroom curriculum differentiation, will ensure that your child starts to make expected progress. However, for some children this may not be enough and the school, with your permission, will make the decision to increase the level of support provided.

This means that the school have decided to involve some external professionals or agencies to provide them with more specialist advice.

- 6.6.7. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; or a Medical Professional. As more people become involved in helping the School to meet your child's needs, your child's class teacher or SENCO may feel it appropriate to talk to you about starting a **My Support Plan**. This will record the additional more specialist strategies and interventions that will be required to help overcome the barriers to your child's learning.
- 6.6.8. In addition, some staff or the whole school may undertake specific training to ensure that the environment and strategies used are appropriate to meet a child's needs and staff have the relevant skills. Again, you will be kept informed throughout the process and will be able to make suggestions as to how we can best support your child.
- 6.6.9. For the majority of children, actions taken using this graduated approach often mean that they begin to make expected levels of progress. If this is the case, then school, following discussions with yourself, may decide to continue to monitor your child or even decide that he/she no longer needs any additional support because they are making good progress. Only a very small percentage of children require support of an additional nature beyond this. If this is the case, then the class teacher, SENCO or Headteacher may discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs. If this is considered appropriate, then school will collect together all your child's information and with your permission send it to the Local Authority for them to review it at a panel meeting so that they can make a decision whether or not to carry out a statutory assessment of your child's needs. Whilst this is taking place, school will continue to meet your child's needs.
- 6.6.10. Once the Local Authority receives a request to consider whether to make a statutory assessment or not, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEN Code of Practice. The SENCO will be able to explain the process and timescales to you or alternatively you will find this in the SEN Code of Practice. If the decision is made to go ahead with a statutory assessment then the Local Authority will signpost you to guidance and support that will assist you through the process for example from the Information, Advice and Guidance Service for Parents (also known as Parent Partnership Services).
- 6.6.11. In addition, the progress of children with an EHCP is formally reviewed at an Annual Review meeting with all the adults involved with the child's education.
- 6.6.12. The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

6.7. How will my child's learning needs be assessed and their progress monitored?

- 6.7.1. The school has a rigorous programme for assessing children's learning. Some assessment takes place at the end of specific pieces of work to inform teachers'

planning of the children's next steps in learning. Also, on-going assessments take place on a daily/regular basis to ensure that the opportunities presented to children are appropriate and give them the chance to succeed.

6.7.2. The same systems and procedures are in place for children with special educational needs. In some instances, additional assessments may be appropriate for children with special educational needs in order to determine their strengths and areas for development.

6.7.3. If your child is not accessing the National Curriculum, an alternative assessment tool is used which shows their progress in more detail and will also show smaller but significant steps of progress. These are known as Wakefield Progression Steps (WPS). For children who still need to take small steps in their learning when accessing the National Curriculum, WPS assessment materials are used to measure their progress. However, if it is felt that something more specialised is required then the relevant service could be contacted to discuss this.

6.7.4. At the end of each Key Stage (i.e. Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something that the Government requires all schools to do and the results are published nationally at the end of each academic year.

6.8. How does school support pupils moving through phases of education?

6.8.1. Our Transition Policy outlines how we support children through changes in their educational journey. For SEND children these times of change can be particularly difficult and they may experience increased anxiety.

6.8.2. We offer extra transition arrangements for SEND pupils and this includes extra visits to their new classroom, planned sessions with new members of staff they may be working with and making a transition booklet which includes photographs of their new environment and staff they will be working with.

6.9. What is Walton Primary Academy's approach to teaching children with SEND?

6.9.1. At Walton Primary Academy, we follow a graduated approach when meeting the needs of children with SEND needs. We recognise there is a continuum of need which must be matched by a continuum of support. We adopt a "*high quality teaching*" approach.

6.9.2. The key characteristics of high-quality teaching are:

- a. highly-focused lessons designed with sharp objectives;
- b. high expectations of all pupils to have high levels of involvement and engagement with their learning;
- c. high levels of interaction for all pupils;

- d. appropriate use of teacher questioning, modelling and explaining;
 - e. an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
 - f. an expectation that pupils will accept responsibility for their own learning and work independently; and
 - g. regular use of encouragement and authentic praise to engage and motivate pupils.
- 6.9.3. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including children with SEND.
- 6.9.4. High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.
- 6.9.5. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings.
- 6.9.6. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.
- 6.9.7. Provision maps are created by the class teacher to identify the type of interventions, strategies and resources that are needed to support individual children's needs.
- 6.9.8. Your child may receive additional support in a small group alongside other children with similar needs. The small group work will be carefully targeted to address your child's needs and his/her progress will be closely monitored and evaluated.
- 6.9.9. You may be asked by school to support your child's learning by carrying out some simple tasks at home such as extra reading practice, or providing opportunities to practise new skills that have been taught in class.
- 6.9.10. The school ensures that the learning environment is accessible to all children but if a child was considered to need something different then this would be considered.
- 6.9.11. Walton Primary is responsive in meeting the current needs of its pupils. As such, teachers tailor the interventions specifically to meet the needs of their cohort of children.
- 6.9.12. We have developed a sensory room in school for children with social, mental and emotional difficulties and sensory needs.

- 6.9.13. Staff are trained in Makaton when required to meet the needs of specific pupils.
- 6.9.14. Visual cues are clearly displayed in classrooms and communal areas in order to facilitate easier access for our children who require a communication friendly environment. Visual timetables are clearly displayed in the classrooms where identified pupils require them.
- 6.9.15. Where appropriate, children may have access to additional small group activities for short periods of time alongside other children with similar needs. This may be to undertake work on particular intervention programmes or simply as a means of facilitating opportunities to re-visit skills, or knowledge where they may need additional practice or over-learning. The work carried out in small groups is carefully overseen by the class teacher who is responsible for monitoring the child's progress and targeting the support carefully.
- 6.9.16. Our school currently has a range of interventions available for children, but if a child was considered to need something different then this would be considered.
- 6.9.17. Walton Primary Academy has a team of highly experienced Teaching Assistants (TAs) who support teaching and learning throughout the school.
- 6.9.18. Across school the level of support is determined by the particular needs of each cohort (year group) of children. Pupils who have an EHCP have assigned adults to work with them. They deliver a personalised curriculum by working under the direction of the class teacher as well as taking advice from specialist external professionals and SENCO.

Support staff run targeted interventions. This ensures that most children can be supported effectively and it allows the children who require regular additional support from an adult to access this within a small group.

- 6.9.19. The school has an effective working relationship with external agencies and makes reasonable adjustments to their teaching approaches and learning environments in response to any specialist advice.

6.10. **Training and Resources**

- 6.10.1. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- 6.10.2. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both

teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

6.10.3. The school's SENCO keeps up to date with local and national updates in SEND.

6.11. How is Walton Primary Academy accessible to children with SEND?

6.11.1. Walton Primary Academy was built in 2007 and is on one level. Only minor adjustments are required based upon the needs of pupils.

6.11.2. However, there may be times in which the footprint of the building may not favour all pupils. In such circumstances, we will consult with inclusion specialists to ensure that the environment is suitable for all learners and respond appropriately. In some circumstances, this may include a referral to alternative provision if this is in the best interest of the child.

6.12. How does Walton Primary Academy ensure children with SEND engage with activities available to those in the school who do not have SEND?

6.12.1. We ensure that children with SEND have the opportunity to take part in all aspects of school life e.g. School Council Membership, class representative, roles of responsibility. Children are encouraged to take part in extracurricular activities, sporting events and residential visits with appropriate adaptations as necessary.

6.12.2. The Academy carries out accessibility planning for disabled pupils. Please see our [Accessibility Plan](#).

6.13. How does school improve emotional and social development?

6.13.1. We have two trained Emotional Literacy Support Assistants and four trained Drawing and Talking Therapists to support and promote pupils' wellbeing. They work with children who need support with their social and emotional development. They work alongside class teachers to promote good behaviour and support both parents and pupils when behaviour difficulties arise. They are also available to complete follow up work with children after incidents of bullying, as specified in the Anti-Bullying Policy.

6.13.2. We are aware that children with SEND may have increased vulnerability and therefore monitor their well-being closely. School also works alongside the Education Welfare Officer to improve punctuality and attendance.

6.14. Who are the people providing services additional to children with SEND at Walton Primary Academy?

6.14.1. Directly funded by the school:

- a. Teaching Assistants (many with individual specific skills to support a wide range of needs);

- b. Education Welfare Officer (Mandy Sherrard);
- c. Talking House - Speech and Language Therapist (Leanne Tierney);

6.14.2. Outside specialist support agencies purchased by the school:

- a. Wakefield Inclusion Special Educational Needs and Disabilities Support Service (WISENDSS). This service provides a range of support for school, parents and carers on the following specific needs: social communication and interaction, speech language and communication difficulties, sensory impairment, physical difficulties, social emotional and mental health difficulties and learning support;
- b. Educational Psychology Service. This service supports school to develop their inclusion practise and to meet the needs of vulnerable pupils, including those with SEND. Involvement of an Educational Psychologist is essential if school is to make a request for statutory assessment (Education Health Care Plan) for an individual pupil;
- c. Children's Sensory Impairment Team; providing school, parents and carers with advice for pupils with visual and hearing impairments;
- d. School Nursing services; providing school with health advice and support for individual pupils.

6.14.3. Outside services provided and paid for by the Health Service with some being delivered in school:

- a. Speech and Language Therapy (provided by the NHS); supporting children with a range of Speech, Language and Communication Needs (SLCN) to achieve and maintain their potential;
- b. Occupational Therapy; this service provides assessment and therapy to children whose ability to play, participate in the school day and self-care is affected by illness, disability or other specific developmental difficulty. Their role also extends to making recommendations about the physical management and environment that is needed for individual children in order to increase their independence;
- c. Physiotherapy; a service provided to children with a physical disability to meet their needs including, assessing and providing exercises and supporting inclusion in PE, helping children to develop and maintain the greatest level of movement ability possible and assessing and providing specialist equipment where needed;

- d. Children Adolescent Mental Health Service (CAMHS); offers support and treatment for children who are experiencing difficulties with their mental health and wellbeing.

6.15. Does Walton Primary Academy receive any financial support for children with SEND?

6.15.1. There are three levels of financial support for pupils with SEND:

- a. *Universal level* - funding is provided on a per-learner basis for all those attending the educating institution. This is also known as Wave 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- b. *Targeted level* - mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as Wave 2 funding.
- c. *Personalised level top-up funding* above £10,000 (elements 1 and 2) is provided on a per-learner basis by SENART who place the pupil.

It is important to note that the level and combinations of provision may change over time.

6.16. What is the criteria for exiting the SEND register?

- 6.16.1. If it is felt that children are making progress which is sustainable then they may be taken off the SEND register.
- 6.16.2. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child.
- 6.16.3. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting).
- 6.16.4. The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this document will be followed.

6.17. What is the complaints procedure at Walton Primary Academy?

It is the school's intention to resolve all problems swiftly and amicably, but in the event of any difficulties, the school will ensure that:

- a. parents are able to bring any concerns to the attention of the class teacher and or the SENCO / Headteacher;
- b. if your concern is not resolved and you wish to pursue the matter further, the school will ensure that you are aware of the LEAs Waterton Academy Trusts SEN disagreement resolution service. Further information about this process is available from the LEA Trust's and the Parent Partnership Service.

6.18. Where can I find information on where the local authority's local offer is published?

Please access this information via the link below: <http://wakefield.mylocaloffer.org/Home>

7. How does Walton Primary Academy evaluate the success of the school's SEND policy and provision?

7.1. The success of the school's SEND policy and provision is evaluated through:

- a. monitoring of classroom practice by the Headteacher, Deputy Head and SENCO;
- b. analysis of pupil tracking data;
- c. monitoring of procedures and practice by the SEND Governor;
- d. School Self-Evaluation document;
- e. Local Authority moderation process and OFSTED inspection arrangements;
- f. meetings of parents and staff, both formal and informal

8. Admissions Policy

8.1. At Walton Primary Academy we recognise the rights of children with SEND to be educated in mainstream settings as set out in the [Special Educational Needs and Disability Act 2001](#).

8.2. The school follows the LEA [school admissions policy](#), copies of which are available on the website. The school aims, within its planning and implementation, to meet the needs of all pupils with regard to SEND, gender, race, culture, language, religion and social background.

9. Links with other policies and documents

9.1. This policy links to our policies on:

- [Accessibility plan](#)
- [Behaviour policy](#)
- [Equality information and objectives](#)
- [Provision Map by SEND category across school](#)
- [Admissions policy](#)