

Walton Primary Academy



SEND Information Report

'Moving Forward Together'

At Walton Primary Academy we aim to ensure that our pupils develop a set of learning skills and behaviour which will enable them to be successful members of the community and the wider world. We want all of our pupils to enjoy their time at school, feel safe, secure and develop the desire and confidence to become life-long learners.

We are very proud of our pupils and we place a huge emphasis on community and families in supporting their child's education.

We have a strong partnership with parents to ensure that our pupils have endless possibilities and a deep self-belief in learning.

Our Aims:

1. To ignite a passion for life-long learning
2. To develop great thinkers who embrace challenges
3. To promote curiosity, enthusiasm and independence
4. To develop a strong understanding of mutual respect, tolerance and empathy
5. To promote the pupil's role in both the local and global community
6. To celebrate and respect our differences

Excellence and Opportunity for All

Quality First Teaching is our priority at Walton Primary Academy.

We follow a graduated approach when meeting the needs of pupils with SEND needs and we identify a continuum of need which is matched by a continuum of support.

We identify key characteristics of quality first teaching as:

- highly-focused lessons designed with sharp objectives;
- high expectations of all pupils to have high levels of involvement and engagement with their learning;
- high levels of interaction for all pupils;
- appropriate use of teacher questioning, modelling and explaining;

- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- an expectation that pupils will accept responsibility for their own learning and work independently;
- regular use of encouragement and authentic praise to engage and motivate pupils.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High-quality teaching, differentiated for individual pupils, is the first step in responding to our pupils. We consider that additional intervention and support cannot compensate for a lack of high-quality teaching.
- 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.

Our Provision Offer:

- A consistent approach to teaching throughout school to ensure positive outcomes for our pupils.
- Accessible resources, work areas, work stations in classrooms, structured teaching where appropriate, provision maps support the work of the class teachers.
- Communication – visual cues are clearly displayed in classrooms and communal areas in order to facilitate easier access for pupils who require a communication friendly environment. Visual timetables are clearly displayed in the classrooms where identified pupils require them.
- Where appropriate, pupils have access to additional small group activities for short periods of time alongside others 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.
- Personalised provision for identified pupils – review weekly by the SENCO
- A high-quality sensory room available for pupils with social, mental and emotional difficulties and sensory needs. This is equipped with mirrors, soft furnishings, bean bags.
- Varied sensory equipment for use in class and around the school building Including – ear defenders, fidgets, weighted blankets, bean bags, wobble cushions.
- Access to a 'calm' space
- A provision room – this is well resourced and accessible to all pupils requiring additional small group and/or individual activities.
- Disabled toilet facilities with a purpose built hoist and shower which is fully accessible
- Daily check ins for identified pupils

A range of Targeted Intervention is in place including:

- Little Wandle
- Toe by Toe
- Mastering Number
- Friendship Formula
- Socially Speaking
- ELSA
- Drawing and Talking
- Time to Talk
- Music Interaction
- Lego Therapy

- WellComm
- SOS
- Write from the Start

Staffing:

Our team of experienced Support Assistants work closely and effectively with teachers to deliver high quality teaching and learning throughout the school.

Across school the level of support is determined by the particular needs of each class or year group. Pupils who have an EHCP have support in place to match the areas of need identified. Support staff deliver a personalised curriculum by working under the direction of the class teacher as well as taking advice from specialist external professionals and SENCO.

Governors:

We report on outcomes for our SEND pupils via the Academy Standards Committee (ASC). Updates are shared by the Headteacher and/or SENCO. The SEND Governor is a frequent visitor to school and this has strengthened our effectiveness in supporting pupils with SEND.

External Support:

We have an effective working relationship with external agencies and make reasonable adjustments to school practice, teaching approaches and learning environments in response to any specialist advice.

These include:

Wakefield Early Support Advice Information and Liaison (WESAIL). The service can offer targeted short term support along with workshops and training for parents and carers of children with additional needs. SENART - SEN assessment and review team which leads on the statutory processes of implementing and monitoring Education Health and Care Plans (EHCP).

Early Help Hubs – there are 7 Early Help Hubs across the district which offer a range of services for families and will intervene to help those who need support at the earliest opportunity.