






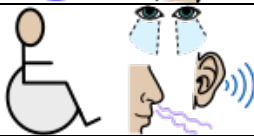



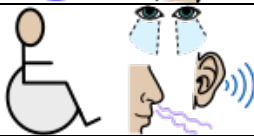



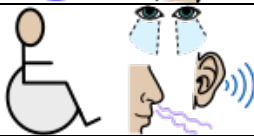



SEND Information Report

<p>Our School</p> 	<p>Whole School Vision and Ethos</p> <p>At Walton - le - Dale we aspire for our students to Belong, Explore and Excel</p> <p>Our Vision for SEND</p> <p>At Walton - le - Dale we believe that children with SEND have barriers to overcome, not limitations. We are ambitious for all of our learners and firmly believe that they can achieve. Young people are at the very heart of everything we do and breaking down the barriers to their learning to allow them every success, both at school and beyond into adulthood, is our absolute priority.</p> <p>Our Mantras</p> <p><i>Intervention for children should happen within the classroom as much as possible.</i></p> <p><i>All children should be given the tools to help them work independently and successfully.</i></p> <p><i>All children with or without SEND can achieve.</i></p>
<p>Definition of SEND</p> 	<p>Special Educational Needs and Disability (SEND). A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none">• has a significantly greater difficulty in learning than the majority of others of the same age or;• has disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

<p>Meet our SENDCO</p> 	<p>The SENDCO is Mr James Gardner The Assistant SENCo is Mr Ashley Straw</p> <p>If you would like to contact Mr Gardner or Mr Straw, please call school on 01772 335726 or email: jgardner@wldhigh.co.uk or astraw@wldhigh.co.uk</p>								
<p>Special Educational Needs</p> 	<p>At Walton - le - Dale we support children with a variety of differing special educational needs and we pride ourselves on being an inclusive school with an ethos which encourages and celebrates diversity and difference.</p> <p>SEND is categorised into the following areas in the SEN code of practise 2014:</p> <table border="1" data-bbox="598 952 1508 1467"> <tr> <td data-bbox="598 952 901 1086">  </td> <td data-bbox="901 952 1508 1086">Cognition and Learning</td> </tr> <tr> <td data-bbox="598 1086 901 1209">  </td> <td data-bbox="901 1086 1508 1209">Communication and Interaction</td> </tr> <tr> <td data-bbox="598 1209 901 1332">  </td> <td data-bbox="901 1209 1508 1332">Social, Emotional and Mental Health</td> </tr> <tr> <td data-bbox="598 1332 901 1467">  </td> <td data-bbox="901 1332 1508 1467">Sensory and Physical</td> </tr> </table>		Cognition and Learning		Communication and Interaction		Social, Emotional and Mental Health		Sensory and Physical
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<p>Identifying and Assessing Need</p> 	<p>Information will be gathered from partner primary schools using a person - centred plan document capturing all strengths and difficulties and relevant areas of need.</p> <p>Transition meetings with primary schools will follow on, adding more detail and a comprehensive overview for each individual child.</p> <p>Students identified as requiring significant additional support will be invited to additional transition sessions where we can meet and informally assess provision needed.</p> <p>All students will attend at least one transition day to meet staff – this will be followed with a transition evening and the opportunity for parents to meet</p>								



with key staff. We will devise draft pupil passports and support plans at this point.

Baseline assessments upon arrival and regular monitoring and assessment highlight areas in which young people need additional intervention for support with learning.

At Walton - le - Dale we work closely as a team and if staff have a concern about a child, they fill in a SEND Assessment Referral. A child will then be placed on a monitoring period and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.



After a period of observation and assessment we will determine if a child needs to be placed on the SEND register and invite parents/carers for a meeting, where we will share our observations, the reasonable in place and the actions we will take to support them towards reducing the barriers to their education.

Staff can access the LCC Ordinarily Available Practice and the Whole School SEND Handbook: a guide to what should be available to support all students to help support learning within the classroom.

Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.




Teachers adapt their high-quality teaching to cater for their pupils' needs. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.












We refer to the EEF guidance 'Five-a-day' and embed the key principles into our inclusive teaching framework PRECISE Practise.
















	<p>The 'Five-a-day' principle: High quality teaching benefits pupils with SEND</p> <ol style="list-style-type: none"> 1 Explicit instruction 2 Cognitive and metacognitive strategies 3 Scaffolding 4 Flexible grouping 5 Using technology 		
<h2>Curriculum adaptations</h2>			
<p>Visual timetables</p>	<p>Pre teaching key vocabulary</p>	<p>Clear Success criteria</p>	
<p>Explicit Instruction & live modelling</p>	<p>Assistive technology</p>	<p>Peer mentoring</p>	
<p>Self-assessment</p>	<p>Positive behaviour support</p>	<p>Sensory and physical support tools</p>	
<p>Flexible Grouping</p>	<p>Scaffolding</p>	<p>TA Support</p>	



	<p>We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment, whilst maintaining high expectations.</p> <p>We also seek advice and equipment from outside agencies as and when the need arises. All children with an identified SEND need will have a Pupil Passport and their bespoke reasonable adjustments agreed and outlined.</p>
<p>Medicines and personal care</p> 	<p>Where young people are identified as having physical or medical needs requiring medication to be administered in school, a Health Care Plan will be completed and necessary arrangements implemented, fully supported by the SEND team and medical professionals where appropriate.</p> <p>Our medical officer is Mrs Anna-Marie Tegland</p> <p>ategland@wldhigh.co.uk</p>
<p>Support at unstructured times</p> 	<p>At breaktimes and lunchtimes the Senior Leadership Team and members of teaching and support staff supervise activity all across the school site.</p> <p>Students with SEND are invited to spend their break times and lunchtimes in the SEND Base which is fully staffed and a range of activities are on offer.</p> <p>There are a number of extra - curricular clubs with all students welcome to attend. These are widely promoted and timetables available in your child's form room and shared via our student bulletin.</p>
<p>Parent Consultations</p> 	<p>At Walton - le - Dale School we aim to work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.</p> <p>Mr Gardner is available at all parents' evenings to discuss any concerns. We also operate an open-door policy and will respond to any contact within 48 hours.</p> <p>All students with a Pupil Passport will have an allocated Key Worker who will review their passport with them and parents/carers 3 times per year. These reviews are used to celebrate the child's learning, looking at the progress</p>

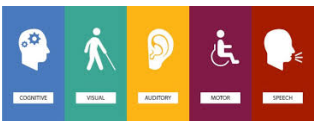
	<p>they have made and discuss next steps. A copy of this will always be shared with parents/carers.</p> <p>During the year a parental survey is shared to gain views on the school and the SEND provision.</p>						
<p>Child Consultations</p> 	<p>Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.</p> <p>Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.</p> <p>Pupils are given regular opportunities to:</p> <table border="1" data-bbox="507 891 1532 1198"> <tr> <td data-bbox="507 891 837 1079">  </td> <td data-bbox="844 891 1174 1079">  </td> <td data-bbox="1181 891 1532 1079">  </td> </tr> <tr> <td data-bbox="507 1088 837 1198"> <p>Self-assess how they are doing</p> </td> <td data-bbox="844 1088 1174 1198"> <p>Attend meetings and help decide the support needed.</p> </td> <td data-bbox="1181 1088 1532 1198"> <p>Feedback and Review progress/interventions.</p> </td> </tr> </table>				<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>
							
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<p>Evaluating Provision</p> 	<p>We regularly review the provision available to our SEND students and it's impact. This is done in a number of ways including:</p> <p>Reviewing progress in Senior Leadership Team meetings and discussing next steps.</p> <p>Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.</p> <p>Reviewing children' individual progress towards their goals at regular intervals, as a minimum every term.</p> <p>Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.</p>						

	<p>Asking our children if they feel the adjustment or intervention is helpful and makes a difference.</p> <p>Monitoring by the SENDCO.</p> <p>Holding annual reviews for children with Education Health and Care Plans Termly.</p>								
<p>Staff Training</p> 	<p>At Walton - le - Dale School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.</p> <p>When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.</p> <p>The senior leadership team within school are constantly monitoring trends within the school and, where an area of concern is highlighted, whole school training can be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.</p> <p>If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this and gain your informed consent with you first.</p> <p>Some of our staff have completed training in the following areas. Some key staff are trained to deliver bespoke and specialist interventions to reduce the barriers to learning that our children with SEND may face.</p> <table border="1" data-bbox="507 1523 1540 1975"> <tr> <td data-bbox="507 1523 766 1702"></td> <td data-bbox="766 1523 1024 1702"></td> <td data-bbox="1024 1523 1284 1702"></td> <td data-bbox="1284 1523 1540 1702"></td> </tr> <tr> <td data-bbox="507 1702 766 1975">Autism (Level 1)</td> <td data-bbox="766 1702 1024 1975">IDL: a multi sensory learning programme to support literacy and other learning difficulties</td> <td data-bbox="1024 1702 1284 1975">Little Wandle FFT Approved letters and sounds phonics and reading programme</td> <td data-bbox="1284 1702 1540 1975">Team Teach</td> </tr> </table>					Autism (Level 1)	IDL: a multi sensory learning programme to support literacy and other learning difficulties	Little Wandle FFT Approved letters and sounds phonics and reading programme	Team Teach
									
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	Specific Learning Difficulties	Thrive Approach	Nurture support	Sensory Processing Needs
	De escalation	Attachment & Trauma	Guided reading	Assessing for Access Arrangements in examinations
<h2>Transition Support</h2>	<p><u>Year 6 to Year 7</u> Our SEND team is always available at our open evening, for individual tours of school and bespoke pre-transition meetings. We write to our partner schools in the spring term to request information sharing for those students transitioning to us. We hold a parent transition evening for information sharing, to meet key personnel and for students with SEND to write an Individual Learning Plan in advance of their first day. We hold a whole year group transition day and 2 additional transition mornings for those with additional needs requiring an enhanced transitional package.</p> <p>Our open-door policy means we welcome individual visits to school.</p> <p><u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with parents/carers to enable us to gain a greater understanding of the support we need to put in place.</p>			





	<p>We request all files and information be shared from feeder schools in a timely manner.</p> <p>Post-16 transition: EHCP reviews for those children in receipt of this level of support will be held early in the autumn term, inviting along LA representatives to ensure that plans are in place for a smooth transition</p> <p>All students will receive careers advice and guidance from our careers advisor with our SEND students prioritised.</p> <p>Students are supported to complete applications for college where needed and additional visits and taster sessions can be arranged in conjunction with college providers and alternative providers.</p> <p>Transition between lessons and activities: We insist on a very orderly and prompt transition between lessons throughout the day and there is a high staff presence to ensure this ethos is upheld.</p> <p>Students supported by a teaching assistant can be escorted to and from lessons should this be appropriate, with some moving between lessons before the wider school population where need arises.</p> <p>Visual timetables are available to support the transition between lessons and enable students with SEND to prepare their day and transitions in advance.</p> <p>A small number of students with very high levels of need are met for a daily check in and handover each morning</p>
<h2>Accessibility</h2> 	<p>We have accessible changing and toileting facilities.</p> <p>We seek advice and expertise from parents and specialist teams to ensure that the visual and auditory environment is suitable for learners.</p> <p>Where necessary we will employ the support of translators or supportive family members to communicate with parents whose first language is not English.</p>



	<p>The school SEND budget and personal budgets allow us to provide equipment and facilities to support children and young people with Special Educational Needs and Disabilities.</p>
<p>Outside Agencies</p> 	<p>We work with the following agencies to provide support for children with SEND :</p> <p>SEND Specialist Teaching Service Educational Psychology Service Speech and Language Team Occupational Therapists Compass Bloom CAMHS/ELCAS Child Action Northwest Barnados Family Support Workers Social Services (This list is not exhaustive)</p> <p>We will ask for your informed consent before we arrange for any outside agencies to come in and work with your child. You will be included in the process and kept informed at all stages.</p>
<p>Clubs and Trips</p> 	<p>All our extra-curricular activities and school visits are available to all our children.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school council, anti-bullying ambassadors, prefects etc.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Please read the school’s accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.</p>



<h2>Compliments and Complaints Procedure</h2> 	<p>Your first point of contact is your child's form tutor or the House Achievement Lead.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Headteacher or Deputy Head Teacher linked to your child's house. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.</p> <p>A copy of our Compliments and Complaints procedure can be found on our Website https://aspirationalfutures.co.uk/wp-content/uploads/AFMAT-Complaints-Policy-3.pdf</p>
<h2>Local Offer</h2> 	<p>The LCC Local Offer can be found at: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/he Blackburn Local</p> <p>The Blackburn Local Offer can be found at: https://www.blackburn.gov.uk/children-families-and-young-people/special-educational-needs-and-disabilities-send-local-offer</p> <p>Alternatively, you can contact SENDIASS Lancashire:</p> <p>Tel: 0300 123 6706 Monday to Friday 9am to 5pm Email: information.lineteam@lancashire.gov.uk</p> <p>SENDIASS Blackburn with Darwen: Blackburn with Darwen Information, Special Education needs & Disability Information, Advice & Support Service (SENDIASS) Community CVS The Community Hub 35 Railway Road Blackburn BB1 1EZ Tel: 01254 503049 Sendiass@communitycvs.co.uk</p>

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