



Walton on the Naze Primary School

SEND Information Report



This report explains how we put our SEND policy into practice at Walton on the Naze Primary School. We are providing information on how we identify, assess and plan for children with a **S**pecial **E**ducational **N**eed and/or a **D**isability with reference to The Children and Families Act 2014 and the SEND Code of Practice updated 2015.

1. School Ethos for SEND

At Walton on the Naze Primary School, we have designed a curriculum which provides our children with the best educational start in their life. Our curriculum considers the needs of a 21st Century child and is ambitious in providing our children with the knowledge, skills and learning behaviours required to become successful life-long learners. We want all of our children to aspire to be the best they can be, continually challenging themselves. Our children are polite and caring, learning to be part of a community and responsible citizens. We believe that strong links between home and school are essential for a child to flourish, therefore many events involve parents and carers. Our dedicated team prides itself on knowing our children and families well, working together to provide our children with the best possible futures, in a happy, secure, and caring environment.

Our school provides an exciting, broad, inclusive Curriculum, which includes specific drivers which we deem important to our children (Walton Drivers), supporting children with a therapeutic approach to any barriers to learning. This is based on the Essex Steps and TPP (Trauma perceptive Practice) mind-set. The National Curriculum 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. This will include adapting the curriculum to make it accessible for children with SEND.

Some children have barriers to learning that require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs and/or a disability. Teachers take account of these requirements and make provision as required to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age. This will include children who are looked after by the Local Authority.



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	Please also refer to the home school agreement and admissions policy on our website (click on Parents and then Policies) or from the school office, for further information.
2. How does the school know if a child needs extra help?	For identification of special educational needs, we refer to the SEND Code of Practice updated January 2015 which sets out four broad areas of need: Communication and interaction – children with speech, language and communication needs have difficulties in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Every child is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autistic Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. At Walton school we assess each child using formal assessments, observations and interactions with children, teachers and LSA's to build a profile for each child. The class teacher will discuss any concerns with the SENDCo and then decide on the most appropriate intervention for that child, at that time. Cognition and learning – support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation within lessons. Learning difficulties cover a wide range of needs which could be classed as moderate, severe, profound or multiple learning difficulties. Specific learning difficulties affect one or more aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia. At Walton school we use assessment for learning throughout our teaching which means that we constantly monitor and assess each child's learning achievements across the curriculum. Teachers are skilled at noticing where a child is having difficulty in learning and then adapt their teaching to enable each child to progress. The class teacher will discuss any concerns with the SENDCo and then decide on the most appropriate intervention for that child, at that time.



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	Social, emotional and mental health difficulties – children may experience a wide range of social and emotional difficulties which can show up in different ways. Children may become withdrawn or isolated or display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression for example. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. At Walton school we monitor classroom behaviour and individual behaviour through a whole school behaviour policy and a variety of classroom strategies. When a pattern of behaviour is noticed we will discuss this with parents or carers as soon as possible and work in partnership to identify the underlying cause. Sometimes this will involve a request for a specialist teacher to visit the school or a referral to a health professional. Our pastoral support manager and learning mentor offer targeted support to individual children when needed. Sensory and/or physical needs – some children require specialist provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may change over time. Specialist equipment may be needed in order to enable children with these needs to access all the opportunities available to their peers. At Walton school we will always seek professional advice to support a child with these particular needs. Regular reviews with the child and their parents or carers will take place in order to ensure that the sensory and/or physical needs for the child are being met.
3. How do we work in partnership with parents and carers in supporting a child with special educational needs and disability?	The class teacher is the first person to contact if you have concerns about your child's learning. The SENDCo is a qualified teacher in school who is responsible for co-ordinating provision for children with SEND. • Parents and Guardians are welcomed into our school on regular formal and informal occasions. • The SENDCo is available on Parent's evenings to discuss progress of children with SEND.



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	• The SENDCo regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see the SENDCo at any convenient time if they have a concern or need advice. • The SENDCo attends multi agency meetings with parents where appropriate. • Parents of children who have an EHCP are invited to discuss their child's progress at an annual review. • Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a transitional review. • The SENDCo in local pre-schools will hold a transition meeting with the Walton Primary SENDCo in order to provide information about SEND provision to aid transition.
4. Who oversees this provision in the school?	• The Head Teacher, Mrs Bliss, oversees all of Walton Primary School's provision. • Ms Firkins is the SENDCo. • Mrs Craigen is the SEND Governor. • Mrs Bryant is the Chair of Governors.
5. How will my child's views be heard?	Children with SEND have a One Page profile which is created in partnership with the pupil, parents and school. Children complete their own "Pupil Views" in whichever format they find most comfortable. Children who are formally identified with SEND are involved in creating a child centred plan which identifies targets that they wish to achieve within school. Parents and relevant professionals are invited to contribute towards these plans. These plans are reviewed at least three times per year with the child's views given paramount importance. Annual review meetings are held for children with EHCP's to discuss progress and to set new targets. Pupils record their views about school and are invited to discuss their achievements at the start of the Annual Review meeting. Pupils with SEND are given equal opportunities to participate in all school activities and roles of responsibility including the School Council.



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6. How will I know how my child is doing?	Children with SEND will be offered three meetings a year with the class teacher and the SENDCo may be invited to these. Additional meetings will take place where they are needed to aid communication and ensure that parents and carers are kept up to date. Annual review meetings are held for children with EHCP's to review progress, set new targets and determine strategies to improve attainment. Annual reviews are shared with the child, their family and any involved professionals. When a child is ready for their next placement a Transfer Review is held. Teachers are available after school for a quick chat or if you would like a longer appointment then you can book this through the office or directly with the class teacher. The SENDCo can be available if requested. Team around the child meetings are held to discuss the progress your child has made and to talk about extra ways of supporting your child at home or at school. These meetings will include other professionals who support your child.
7. How does the school support children when they start and when they leave the school?	Where children are transferring from pre-school or nursery, all children identified with SEND are discussed as part of a transition meeting between staff. This enables school staff to put support in place at the start of the school year where it is appropriate to do so. Where children are transferring to Secondary School, the SENDCo will meet with the SENDCo of each secondary school to transfer SEND information. All SEND school records will be passed on to secondary school or any other school the child may transfer to. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems. Parents of children who have an EHCP are invited to discuss transitional provision and any concerns they may have, with the potential secondary school at the Annual Review. Careful planning with the child who has SEND will take place in order to make sure that the transition to a new school is as smooth as possible. This may include extra visits in the summer term before they move to secondary school.



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8. What expertise is in school to support children with SEND?	All teachers are teachers of children with SEND. All staff have regular opportunities to update knowledge and to ensure they can meet the specific needs of children in their class. At Walton Primary School, we work in partnership with health and social care professionals, local authority support services and voluntary sector organisations in order to meet the needs of the child with SEND and to support their families or carers. This means that we have access to the Specialist Teacher teams, Occupational Health, Physiotherapy, Speech and Language Therapy, Educational Psychology, Continence nurse, Social Care and Family Support Agencies. This means that all teaching staff have access to information and resources to meet the individual needs of children in our school. In addition, our school employs a pastoral Lead who works directly with our children in school. This experienced member of staff is also able to refer to agencies and professionals who can provide specific emotional and therapeutic interventions for a child with SEND where this is appropriate. A discussion will always take place with the family or carer of a child before any referral is made.
9. How does the school know what provision is and isn't working for a child?	ECC outline that all settings should use Ordinarily Available as part of their focus on inclusion. • Ordinarily Available Inclusive Teaching Framework is intended to guide planning for universal support for all pupils. Encompasses lots of the most current guidance on what helps pupils learn. • Ordinarily Targeted Support is intended to guide planning and provision for pupils with SEND.



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	The method of identification and provision follows a 'graduated approach'. Children entering EYFS will be assessed and monitored within usual classroom practice. Concerns are first raised and addressed between the class teacher and the SENDCo. A range of assessments and interventions are available to us within school in order to find the most appropriate method to teach and support the child. Interventions have a pre and post assessment measure, whether qualitative or quantitative in order to evidence progress. The class teacher and LSA discuss a child's progress regularly to check that the child is learning and achieving targets that have been set for them. This could be through daily conversations or weekly reports. Class teachers use this information to plan appropriately for each child. Provision beyond normal, differentiated classroom approaches and learning arrangements take the form of an individual plan
10. How accessible is the school site?	There is an Accessibility plan in place. Please contact the school office if you wish to read this. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise and recommended by outside agencies. Our teaching team work hard to be inclusive for all children in all lessons and activities which take place in school and on school trips.
11. How does the school deal with bullying?	Early identification and carefully planned responses to any bullying behaviour is a priority at Walton School. We employ a pastoral lead, Mrs Haley, to provide emotional and social development support and activities for all children in school with a focus on those who have SEND. The range of support we offer includes small group work to resolve and improve pupil friendships and smart thinking programmes to improve behaviour and decision making which includes bullying behaviour.



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12. What is the complaints procedure?	Please contact the class teacher first to see if the issue can be resolved if it is an issue within the classroom. Written complaints should be addressed to the Head Teacher, Mrs Bliss, Chair of Governors, Mrs Ann Bryant, or the SEND Governor, Mrs Bridget Craigen, who will arrange to meet with you.
13. Where can I find further support?	Essex Local Offer provides information in a single place for children and young people with special educational needs (SEND) and their parents or carers. The Essex SEND Local Offer can be found at www.essexlocaloffer.org.uk Further information is widely available on the internet, from your GP surgery, your health provider and Essex Library Services. Useful websites: Contact a Family: www.cafamily.org.uk Parent partnership service: www.essex.gov.uk/parentpartnership Snap Directory: http://www.snapcharity.org SEND Guide for Parents and Carers: https://www.gov.uk/government/publications/send-guide-for-parents-and-carers Essex Parent Partnership Service - supporting parents and carers of children and young people with SEND parentpartnership@essex.gov.uk 01245 433293 Essex Educational Psychology Service - a helpline for parents and young people available every Monday afternoon during term time 1pm - 5pm 01245 433293 Families in Focus - providing practical and confidential support whilst empowering families to make the best use of services familiesinfocus@btconnect.com www.familiesinfocusessex.org.uk 01245 353575



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	Autism Anglia - a charity that is dedicated to promoting the welfare, education and care of children and adults with autism, whilst also supporting the many families affected by autism. info@autism-anglia.org.uk 03001233122 FACE - Families Acting for Change Essex info@face-essex.org 01245 608231 IS Essex - Independent support and advice for families. Provides trained independent supporters to work with parents of children with special educational needs and/or disabilities. www.isessex.org info@isessex.org 01245 608300 EP helpline for parents: This helpline is here to give advice, support and signposting. It is a confidential, private, and safe service for parents and carers. No referral is needed - just a pre-booked appointment. The booking is designed to provide an easier and more convenient experience: ○ Available on alternating Mondays and Tuesdays ○ 1pm to 5pm ○ 25-minute appointments bookable via MS Teams ○ No more waiting - instant booking confirmation For booking details and further information, please visit EP-Parent-Helpline
14. How can I comment on this SEND Information Report?	You are welcome to contact Mrs Bliss, Headteacher, or Ms Firkins, SENDCo with any comments that you wish to make including useful websites that can be shared with other parents and carers. Email: admin@walton.essex.sch.uk School Telephone Number: 01255 675657 School Website: http://www.waltonprimaryschool.co.uk