

# Walton Priory Middle School



## SEN Information Report

<b>Date of Approval</b>	February 2026	<b>Next Review Date</b>	February 2027
<b>Approved by</b>	Board of Governors	<b>Signed</b>	 <small>File preview</small>

**Name of the Special Educational Needs/Disabilities Coordinator:**

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Walton Priory Middle School promotes inclusive education for all its pupils. We believe that Quality First Teaching (QFT) will address the needs of the majority of pupils in our school. The class teacher will provide high quality teaching, differentiated resources and in-class intervention. We fully acknowledge that pupils with specific needs should be given equal opportunity to access a broad and balanced curriculum. If required, we will make reasonable adjustments to meet the physical, emotional and intellectual needs of our pupils. We listen to the voice and views of all parents, carers and pupils to ensure that learning is progressive and skills are developed and embedded for the future.

**The kinds of SEND we provided for.**

Walton Priory Middle School (WPMS) is a mainstream secondary based middle school. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum conditions, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulty
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), and increasingly anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Explain how our pupils are given high expectations to achieve across the academic curriculum and socially with peers

This policy and information report is based on:

- The statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We will assess each pupil's current skills and levels of attainment on entry by the use of an Early Intervention Manager, which will build on previous settings and Key Stages, where appropriate. The SENDCo will offer meetings with previous school SENDCo's and parents prior to entry. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The SENDCo is Mr T Kemp (Deputy Headteacher).

He will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Liaise with previous schools of pupils and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

The Early Intervention Manager is Mrs S Bowen. She will:

- Manage the assessment, identification and initial provision of pupils with SEND
- Arrange and support the implementation of access arrangements
- Liaise with previous schools of pupils and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

The SEN Governor is Mr M Sinclair. He will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

The Headteacher is Miss Houlton. She will:

- Work with the SENDCo and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each class teacher and form tutor is responsible for:

- The progress and development of every pupil in their class
- Working closely with other teachers involved in teaching pupils and teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?**

We believe that pupils should have the right to participate in decision making about the provision made to meet their educational needs. Therefore, pupils are:

- Involved in setting targets to support their progression
- Encourage to understand their responsibility for their own progress
- Encouraged to attend and contribute to review meetings

- Informed termly, during IPP reviews at parents' evenings, meet the SEND Team days and coffee mornings, as to how external agencies play a part in supporting their needs
- Kept informed of their progress via reports and termly assessment data on Arbor (MIS)
- Kept informed of their progress via Individual Pupil Plan on Provision Map (interactive software)

### **What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?**

We will have an early discussion with the parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support. Parents are encouraged to make appointments to discuss concerns.

The school recognises the importance of good communication between parents and school. Parents provide valuable information regarding their child's needs. The Inclusive Learning Department values the contribution parents give their children in providing support at home to allow the child to reach their potential. SEND need is discussed and reviewed at least three times a year during parents' evenings, meet the SEND Teams days and SEND coffee mornings. Parents are able to contribute to strategies and plans at these times and at any other time through our interactive portal – Provision Map. Parents are also encouraged to contact the SEND team via email or phone at any point in the year to discuss concerns.

The SENDCo and his team provide parents with information about the services available to support their child's specific needs.

### **How will the curriculum be matched to my child/young person's needs?**

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The pupils in Key Stage 2 (KS2) are taught following a primary school model with a main class teacher. However Key Stage 3 (KS3) follow a secondary school model with subject specific teaching. Class teachers and KS3 tutors oversee the pupil's Individual Pupil Plans (IPP) ensuring all staff involved are aware of a pupil's targets or needs.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Some pupils with learning difficulties in KS3 are taught by specialist Teaching Assistants for Maths and/or English in a smaller foundation group.

In KS2 pupils may be taught in smaller foundation groups which are overseen by subject leaders.

Groups in both key stages are reviewed on at least termly basis looking at progress which has been made.

We will also provide (but are not limited to) the following interventions:

- IDL Literacy
- Precision teaching
- I am unique
- Lego therapy
- My Maths
- Numicon
- Spellings
- Gross and fine motor skill support
- Speech and language therapy when directed by a speech therapist
- Fresh Start Literacy
- Accelerated Reading Progress
- Reciprocal Reading
- ELSA counselling
- Draw and Talk
- A foundation curriculum (maths and English)
- Access to laptops
- Educational Psychologist support
- Specific agency support for identified need
- In class TA support

### **How accessible is the school environment?**

WPMS is committed to providing an environment that enables all members of the school community, irrespective of education, physical, sensory, social, spiritual, emotional and cultural needs, to access all areas of school life both academically and socially. We will take positive action to develop a culture of inclusion, support and awareness within the school.

The school will:

- Not discriminate against pupils with a special educational need or disability (SEND) in their admissions, exclusions and provision of education.
- Not treat SEND pupils less favourably
- Take reasonable steps to avoid putting SEND children at a disadvantage
- Ensure that all governors and staff have regard to the DRC code of practice (2002)

The school strives to:

- Set suitable learning challenges for all pupils
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning and assessment for all pupils
- Ensure that all children have access to a broad and balanced curriculum

For further information please see our accessibility policy:

<https://www.waltonpriory.staffs.sch.uk/parents/statutory-information/school-policies/>

### **How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**

### **How is the decision made about the type and quantity of support my child/young person receives?**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo and Early Intervention Manager to 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 and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly- interim reviews are held half termly and Individual Pupil Passports (IPPs) are formally reviewed at the end of each term. These are used to share essential information regarding the teaching and supporting of the individual pupil. As part of the review process pupil and parents' views are sought.

WPMS have reasonable adjustments for all classes. We make the following adaptations to ensure all pupils' needs are met:

- Individual pupil's needs are documented by Individual Provision Plans. These are written and reviewed by class/form tutors, in conjunction with pupils, SENDCo and parents, on a termly basis.
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources e.g. enlarging for visually impaired pupils.
- Using recommended aids, such as coloured exercise books, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- We have height adjustable tables where needed and a disabled toilet cubicle.
- As we are on one level and have ramps outside we are able to facilitate pupils in wheel chairs.

**What training have the staff supporting children/young people with SEND had or may they have?**

<b>Name</b>	<b>Position</b>	<b>Qualifications and Responsibility</b>
Mr T Kemp	Deputy Headteacher	BEd (Hons) PGCert Specialist Teacher (SpLD) PGCert SEND Coordination National Professional Qualification for Senior Leadership (NPQSL) All matters relating to SEND and inclusion.
Mrs S Bowen	Early Intervention Manager and KS2 & 3 Teacher	BEd (Hons) SENCO in previous schools Experience of working with pupils with English as an additional language KS 2/ 3 Teacher
Mrs E Last	Assistant SENDCo	Biology BSc Oversees all provision and liaises with TAs, parents and agencies Literacy & numeracy intervention Mental Health First Aider First Aid Diabetes Support Pastoral support
Mrs L Tinsley	Teaching Assistant & Fresh Start Coordinator	Literacy & numeracy intervention Hearing Impaired support Mental Health First Aider HOPE Counsellor First Aider Manual Handling
Mrs K Webster	Teaching Assistant & Autism Inclusion Support	Social Sciences BSc HLTA Chartered CIPD (Personnel and Development) Literacy and numeracy intervention ASD Counsellor Visual Impairment Support Level 1 Boxing Skills
Miss M Oakes	Teaching Assistant	1:1 support Literacy & numeracy intervention Speech & Language support Visual Impairment Support Physical Disability Support First Aider Manual Handling

Mrs I Knight	Emotional Learning Support Assistant (ELSA)	English BA Masters in Criticism and Theory CertEd in Further Education ELSA Counsellor Cover Teacher 1:1 support Drawing and Talking Level 1 Boxing Skills
Mrs S Brown	Teaching Assistant	History BA 1:1 support Literacy & numeracy intervention Visual Impairment Support Physical Disability Support First Aider Manual Handling Level 1 Boxing Skills
Miss E Watkiss	Teaching Assistant	1:1 support In class support Literacy & numeracy intervention
Mrs G Brammar-Warham	Apprentice Teaching Assistant	1:1 support In class support Literacy & numeracy intervention
Mr C Basford	Apprentice Teaching Assistant	1:1 support In class support Literacy & numeracy intervention
Miss B Summers	Apprentice Teaching Assistant	1:1 support In class support Literacy & numeracy intervention
Mrs S Shariff	Casual Teaching Assistant	1:1 support In class support Numeracy intervention
Miss J Salmon	Casual Teaching Assistant	1:1 support In class support Literacy & numeracy intervention C&G Preparing to Teach in the Lifelong Learning Sector

- To maintain the quality of SEND provision, staff are encouraged to participate in training provided by the school or outside agencies
- SEND staff are offered opportunities to develop their expertise in an area of special needs
- Local Authority network meetings are held which the SENDCo attends to be current with local and national updates
- The school reviews the need for specific SEND training for staff on a termly basis and completes CPD during meeting and INSET time
- All staff have regular Autism Awareness Training
- All staff have Trauma Awareness Training
- All staff have Emotion Coaching Training
- All staff have access to SEND specific CPD through The National College

### How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

The pupils in Key Stage 2 are taught following a primary school model with a main class teacher. However Key Stage 3 follow a secondary school model with subject specific teaching. The SEND team oversee the pupils IPPs ensuring all staff involved are aware of a pupil's targets or needs.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils are all offered the opportunities to have transitions sessions prior to entry. Those pupils, who through consultation with previous settings or parents, who are seen to need additional visits, are offered them.

We will work with receiving schools when our pupils are moving on to support their transition.

### How will my child/young person be included in activities outside the classroom, including school trips?

Education and related activities

- All children are entitled to adapted or alternative arrangements to ensure that they all have access to similar learning experiences. All children are entitled to go on all visits. Reasonable adjustments will be made for pupils with SEND or other need. Appropriate risk assessments will be drafted and shared with parents/carers to ensure safety. In addition to this person emergency evacuation plans (PEEPs) will be drafted and issued when necessary.
- We constantly seek the advice of outside agencies to ensure we are meeting the needs of the children in our care
- We receive support from the Autism Inclusion Team, behaviour support, physiotherapist and Disability support services and other agencies ([SEND Local Offer](#)) to help us
- Teachers are using interventions to meet the needs of the children in school. These are reviewed regularly and adapted to ensure the focus is correct

### What support will there be for my child/young person's overall well-being?

At Walton Priory Middle School, we will not assume that because a pupil has SEND, it must have affected their behaviour, attendance or wellbeing on a particular occasion – this is a question of judgement on the individual facts of the situation.

We will consider whether a pupil's SEND has contributed to the behaviour or wellbeing difficulty and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the **Equality Act 2010 and school's guidance**.

We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is important to seek to try and understand the underlying causes of behaviour, attendance and wellbeing needs and whether additional support is necessary.

### How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at every assessment point
- Using pupil questionnaires
- Monitoring by the SEND Team (for example: learning walks, book looks...)
- Using pupil progress meetings to discuss progress
- Reviewing termly progress in maths, reading and writing
- Holding annual reviews for pupils with EHC plans
- Regular meetings are held between the SEND Link Governor and the SENDCo.
- Keeping an up-to-date provision map
- Reviewing Individual Pupil Plans (IPPs), involving both parents/carers and young people

**How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

Where agencies work with a child, parental permission is always sought and parents are kept informed of outcomes. Access to the different agencies is brokered by our SEND team.

We work with the following agencies (including the Local Authority) to provide support for pupils with SEN:

- Entrust
- Educational Psychology
- Autism Inclusion Team
- Health professionals including Occupational Therapists, Physiotherapists, Speech Therapists, CAMHS
- Behaviour Support
- Visual Impairment Team
- Hearing Impairment Team
- Various alternative provision providers
- Virtual School
- Action for Children
- Family Support

**What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

Complaints about SEN provision in our school should be made to the form tutor/class teacher in the first instance. They will then be referred to the school's complaints policy where a meeting with the SENDCo will be held.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns:

Mr T Kemp (Deputy Head Teacher) is available to meet via appointment to discuss any concerns. Appointments should be made through the school office.

### **Where can I find the contact details of support services for the parents of children/young people with SEND?**

Parents who feel that they would like to receive support from agencies outside of the school are encouraged to contact SENDIASS.

<https://www.staffs-iass.org/home.aspx>

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

Staffordshire County Council's Local Offer:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>