



Walton Holymoorside Primary School



SEND Information Report

Written by: Connor

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Signed: Ian Holmes

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Welcome to Walton Holymoorside Primary & Nursery School's SEN Information Report.

All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND).

Our school vision statement is, 'Welcoming, helping, progressing, smiling'

This vision ensures that all members of the school community are committed to working in partnership. This includes: parents, pupils, school staff, governors, outside agencies and the wider community.

Key people:

Trust Partner – Mr J Brookes

Headteacher – Mr Ian Holmes

School Champion : Jay Price

DSLs – Mr Ian Holmes, Mr Connor Macnamara Mrs Tracy Hawkins, Miss Lauren Young, Miss Gemma Young

Deputy Head / SENCo – Mr Connor Macnamara

To arrange a meeting with the Headteacher / SENDCo or member of the School Champions Board, please call in at or phone the school office: 01246 566502

Walton-Holymoorside (WHPS) is a mainstream setting which is part of the Learners' Trust Academy

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Statements or Education, Health and Care Plans and those without.

Children may have special or additional educational needs either throughout, or at any time during, their school career.

The Code of Practice 2014 defines SEN as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her'.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:



- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 individuals

SEN could mean that a child has difficulties with:

- all of the work in school;
- reading, writing, number work or understanding information;
- expressing themselves or understanding what others are saying;
- making friends or relating to others;
- behaving properly in school;
- organising themselves; or
- a form of sensory or physical needs which may affect them in school

The Code of Practice 2014 identifies 4 key areas of SEN:

- Communication and Interaction
- Cognition and Interaction
- Social, Mental, and Emotional Health
- Sensory and /or Physical Additional Educational Needs

At WHPS we have also identified children who have **Additional Educational Needs**.

The term '**Additional Educational Needs**' is much wider than the term 'Special Educational Needs' in order to recognise the diverse and complex needs of learners and to reflect a much more holistic approach to the needs of individual learners. AEN include children who, for whatever reason, require additional learning support because they are experiencing difficulties in their learning. Children may therefore require additional learning support if they have a difficulty in learning because:

- they have medical needs;



- they have gaps in their knowledge or skills due to prolonged absences from the education system;
- they have difficult family circumstances;
- they access education inconsistently;
- their first language is not English;
- they are looked after by the local authority e.g. a child whose schooling was disrupted before being taken into care or has had frequent changes of school since taken into care;
- taking account of first quality teaching, are struggling to progress at the same rate as their peers;
- taking account of first quality teaching, are struggling to narrow gaps between themselves and their peers.

Our approach to teaching learners with SEND and AEN

At WHPS we ensure that all pupils in our school are equally valued by having equal opportunities to access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2014).
- We have successful communication between teachers, children with SEND or AEN, parents of these children, specialist teachers, teachers, teaching assistants who run groups, and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child. We are committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We ensure that consideration for SEND and AEN crosses all curriculum areas and all aspects of teaching and learning.

Through appropriate curricular provision, we respect the fact that children:



- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Children making slower progress or having particular difficulties in one area may be given extra help or differentiated learning to help them succeed.

We do not assume that a child has SEND just because they are making slower progress than expected, or the teacher is providing different support.

What is the Local Offer?

The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools were required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the '**Local Offer**'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

To access Derbyshire's Local Offer, follow this link:

<http://www.derbyshiresendlocaloffer.org>

How does the school know if pupils need extra help?

WHPS knows that a pupil has SEND or AEN in a variety of ways.

- Parents may inform the school prior to or during admission.
- Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school.
- A child's class teacher may identify concerns regarding progress or behaviours.
- It maybe that the school seeks additional information from screening by a specialist teacher or assessments completed by outside agencies e.g. Educational Psychology, Behaviour Support Service, Child and



Adolescent Mental Health Service (CAMHS), School Health,
Clinical Psychologists, Paediatricians or Speech and Language Therapists.

Who are the best people in school to talk to about my child's difficulties with learning / Special Educational Needs or Disability? (SEND)

The Class Teacher

Responsible for:

- Monitoring the progress of all children and identifying and helping to plan any additional help a child may need (this could be interventions, resources, additional support) liaising with the Head of Inclusion and informing parents as necessary.
- Supporting in writing pupils' IEPs (Individual Education Plans) and supporting children in sharing these with their parents at least once a term.
- Ensuring that the school's SEND policy is followed in their classroom.
- Liaising with Teaching Assistants.

Who are the best people in school to talk to about my child's difficulties with learning / Special Educational Needs or Disability? (SEND)

Mr Macnamara (SENDCo / Deputy Head)

Responsible for:

- Developing and reviewing the school's SEND policy and updating the SEND Information Report annually
- Coordinating all the support for children with AEN, special educational needs or disabilities (SEND) including outside agencies, staffing, resources, health care plans
- Ensuring that parents / carers are:
 1. Involved in their child's learning
 2. Kept informed about the support their child is getting the impact of this
 3. Involved in reviewing how their child is doing and their next steps
- Liaising with all the other people who may be coming into school to support your child's learning i.e. Speech and Language Therapists and the Educational Psychologist



- Updating the school's SEND register and making sure that records of children's progress and needs are kept
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible

Who are the best people in school to talk to about my child's difficulties with learning / Special Educational Needs or Disability? (SEND)

Mr Ian Holmes (Headteacher)

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND
- The Headteacher will give responsibility to class teachers, but is still responsible for ensuring every child's needs are met
- The Headteacher must ensure that the School Champions Board is kept up to date about issues relating to SEND

School Champions (Governors)

Jay Price - Chair

Rachel Sharp – SEND Responsibility

Responsible for:

- Making sure that the necessary support is given for any child who attends the school who has SEND and that they are included in all areas of school life.

What should I do if I think my child has SEN?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Headteacher / SENDCO.

What are the different types of support available for children with SEND in our school?

Class teacher input, via highly focussed targeted classroom teaching (Quality first teaching).



This means:

- That the teacher has the highest possible expectations for all the pupils in their class.
- That all teaching is built on what a child already knows, and their next steps.
- That different methods of teaching are in place, so that all children are fully involved in learning in class. This may involve the use of practical learning.
- That specific strategies (which might be suggested by the SENDCo) are used to support specific children.
- That teachers continually monitor children's progress to check whether children have a gap or gaps in their understanding / learning and need additional support to help them make the best possible progress.

Specific group work

Children may access targeted intervention either inside or outside of the classroom. This may be delivered by either a teacher or a teaching assistant working under the direction of the class teacher or SENDCo.

What are the different types of support available for children with SEND in our school?

Specialist groups run by outside agencies SEN Code of Practice 2014: School Support (SS) This means that a pupil has been identified by the Head of Inclusion / Class Teacher as needing some extra support in school or from a professional outside the school. This may be from – Local Authority central services, such as Autism Outreach, Behaviour Support Team or Sensory Service, or outside agencies such as the Education Psychology Service. Pupils may also be referred to the School Doctor or School Nurse. The school also has links with the Nurture Centre at Barrow Hill.

What could happen:

- Parents / Carers may be asked to give permission for the school to refer their child to a specialist professional, e.g. Speech and Language Therapist or Educational Psychologist. This will help the school and the



child's parent or carer to understand a child's particular needs better in order to support them more effectively in school.

- The specialist professional would work with a child to understand their needs and make recommendations as to the ways that child is given support.
- If your child is identified by professionals as having a high level of need then the school can apply for an EHC plan which if successful will outline the number of hours support your child will receive from the LA and how the support will be used. It will have long term objectives for your child.
- If your child is identified as having significant Special Educational Needs, when their current needs are not evident as complex Education, Health and Care and are not necessarily long term. GRIP will give access to specialist services, such as SSEN, and give earlier opportunities to reduce barriers to learning for pupils.

What are the different types of support available for children with SEND in our school?

Specific Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health Care Plan (EHCP). This means a child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. A child may also need specialist support in school from a professional outside the school such as the Autism Outreach team or the Speech and Language Therapy Service.

What this would mean...

The school (or a child's parents or carers) can request that Local Authority Services carry out a statutory assessment of a child's needs. This is a legal process which sets out the amount of support that will be provided. After the



request has been made to the 'Panel of Professionals' (with a lot of information about the child, including some from their parents or carers), they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask the child's parents and all professionals involved with the child will write a report outlining the child's needs. If the panel does not think the child needs this, they will ask the school to continue with the support they are already giving. After the reports have been sent in, the Panel of Professionals will decide if the child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support. The Statement or EHC Plan will outline the number of hours of individual / small group support a child will receive from the LA; how the support should be used, and what strategies must be put in place. It will have long and short term goals for the child.

How will the curriculum be matched to meet my child's needs?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that all children's needs are met. Support staff, under the direction of the class teacher, can adapt planning to support the needs of all children where necessary. Specific resources and strategies will be used to support all child individually and in groups. Planning and teaching will be adapted, on a daily basis if needed, to meet every child's learning needs.

What training have staff supporting pupils with SEND had?

The SENDCO's job is to support the class teacher in planning for children with SEND, to recommend interventions and offer strategies that may help. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. The training is run by the SENDCO, Support Service for Special Educational Needs and other external agencies as appropriate.

Individual teachers and support staff attend training run by outside agencies that is relevant to the needs of specific children in their class, group or



individual. Our aim is to provide quality CPD which supports and develops our staff's understanding and knowledge of a wide range of SEND.

How accessible is the school environment?

- The majority of the school is on one level with easy access and ramps.
- There are two accessible toilets and changing facilities.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

A copy of the accessibility plan is available on request from the school office

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. We will listen to any concerns you may have and plan any additional support your child may need. We will discuss with you any referrals to outside professionals to support your child.

What intervention programmes can be accessed at WHPS?

Only a selection of pupils will require interventions which are additional to and different from the differentiated curriculum provided for all pupils. This forms part of the Graduated Response. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We also consider if any pupil may have a disability under the Equality Act 2010, and if so, what reasonable adjustments we may need to make for the. Not all interventions run continually.

Interventions are selected and delivered according to children's needs. Any children may access interventions whether they are on the SEND / AEN register or not.

The School may access additional support:

- A placement at an external support centre such as Barrow Hill



- Resources such as writing slants, laptops or typing programmes from external providers
- Additional activities and competitions for children with SEND through Chesterfield Sports Partnership

The school also makes use of a range of guidance:

- The Derbyshire Friendly Files
- 'A Child with Autism in my Class'
- The Derbyshire County Council Descriptors of SEN

How will the school support my child in starting school and moving on?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school, or leaving WHPS to start a new school, the SENDCO will liaise with the school in order to create a transition plan. This may involve a member of staff from WHPS visiting your child in their current placement, (or a member of staff from their new school visiting your child at WHPS), and should involve at least one visit by your child to WHPS (or their new placement). The SENDCO will also attend Annual Review meetings in the year before transition, where possible. During the Summer term transition takes place across the school. Children may be supported in creating a 'passport' to support them in understanding moving to a new class or school. Additional visits can be made during different parts of the school day – e.g. playtimes / lunchtimes. Reports and records are passed to the new teacher. We will inform outside agencies of children's transitions. Transition meetings will take place where necessary.

Year 6:

- The SENDCO will discuss the specific needs of a child with the SENDCO of the child's secondary school. In most cases, a transition meeting to which you will be invited, will take place with the SENDCO from the new school.
- Children will complete an individual transition plan where necessary.



- As well as the arranged transition days, if a child requires additional visits, this can be arranged. On some occasions the staff from a child's new school will visit them whilst they are at WHPS.

How are the school's resources allocated and matched to pupils SEN or AENs?

The school budget received from Derbyshire Local Authority includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential. The Headteacher will decide on the deployment of resources and staff for children with SEND in consultation with the Head of Inclusion and governors, on the basis of needs in the school and children.

The Headteacher / SENCO discuss all the information they have about SEND in school including;

- the children getting extra support already and the impact
- the children who have been identified as needing extra support
- the children who have been identified as not making expected progress, or reaching national expectations through the termly progress meetings
- provision maps which for SEND children identifies all resources / training and support are reviewed regularly and changes made as necessary

How will you help me to support my child's learning?

Class teachers are regularly available to discuss the progress of children in their class or any concerns a child's parents or carer may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENDCO is available to meet with parents and carers to discuss a child's progress or any concerns/worries they may have. All information from outside professionals will be discussed with parents or carers with the person involved directly, or where this is not possible, in a report. Personal progress targets will be reviewed each term and parents invited to attend I.E.P review meetings. A home-school sheet can be started upon request.

What support will there be to support my child's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a



number of ways, including behavioural difficulties, anxiety, and being uncommunicative. All classes follow a structured SMSC (Social, Moral, Spiritual and Cultural) curriculum to support this development.

However, for those children who find aspects of this difficult we offer:

- Lunchtime and playtime support through planned activities and groups.
- If a child still needs extra support, with their parent or carer's permission, the Head of Inclusion will access further support through the Early Help Assessment Process.
- Individual Behaviour Plans and support systems.

What specialist services or expertise are available or accessed by the school?

School provision Teachers responsible for teaching SEN groups/individuals on a part-time basis. Teaching Assistants and HLTAs working with either individual children or small groups. ICT support in the form of reading and maths programmes is delivered by teaching assistants. Learning Champion supports children, Play Therapy is available and Nurture Groups

Local Authority Provision delivered in school Autism Outreach Service Educational Psychology Service Sensory Service for children with visual or hearing needs Parent Partnership Service SALT (Speech and Language Therapy)

Health Provision delivered in school Additional Speech and Language Therapy input to provide a higher level of service to the school School Nurse, Occupational Therapy, Physiotherapy, CAMHS

How does the school monitor the progress of children with SEND?

Children's progress is continually monitored by their class teacher. Children's progress is reviewed formally with the Headteacher / SENDCO every term in Reading, Writing and Maths using a range of assessment materials including diagnostic tests, observational checklists and information from other agencies. At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. Where necessary, children will have formal targets.



Targets will be set that are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plans made. The progress of children with an EHC Plan / GRIP funding will be formally reviewed at an Annual Review with all adults involved with the child's education. The SENDCO monitors the progress of all children both as an individual and as part of a group. Regular book scrutinies and lesson observations are carried out by the SENDCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is of high quality. The school also takes into account the views of the children and their parents when considering the progress that children have made.

How does the school evaluate the effectiveness of its provision for SEND pupils?

The Headteacher works with support from other members of the SLT and School Champions to evaluate the effectiveness of its provision for SEND pupils through:

- formal observations and lesson / group drop-ins / learning walks
- discussions with children and their parents / carers
- Tracking of children's progress using a range of assessment materials

Is there an independent service from whom I can get additional help, advice and support?

For additional support, contact DIAS, an impartial support service for parents:

- Derbyshire Information, Advice and Support Service (Formerly Parent Partnership) on 01629 533668 dias.service@derbyshire.gov.uk

Who should I contact if I have a complaint?

At WHPS we pride ourselves on our good relationships with parents. In the first instance, please do not hesitate to contact your child's class teacher, SENDCO or the Headteacher if you have any concerns. Our aim is to work closely with you to ensure the very best outcomes for your child. However, there is a complaints policy which we would ask you to refer to should you wish to register a formal complaint. The School's Complaints Procedure is on the school's website.

