

Special Education Needs and Disabilities Report

At Walton High we aim to meet the needs of individual students through effective teaching and learning. We work in a flexible way to develop partnerships with students and their parents, staff and professionals to ensure that the school can meet a broad range of special educational needs. Our aim is to support students' academic progress and achievement by removing barriers to learning using a wide range of strategies.

All students at Walton High have individual learning needs that have to be met if they are to achieve their full potential. To ensure potential is realised a system of tutoring is in place to monitor the progress of individual students as they progress through Walton High. The Personal Tutor has a pivotal role to play in ensuring that no student underachieves.

This document is intended to give you information regarding the ways in which we support all of our students, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual students.

At Walton High we have students with a range of different SEND needs. Some of these include students with ASD, ADD, ADHD, Dyslexia, Dyspraxia, Hearing Impairment, Visual Impairment, Medical or Physical needs and difficulties with Social, Emotional and Mental Health.

In line with the Code of Practice (2014), a student has SEN where their learning difficulty or disability calls for special educational provision. Making higher quality teaching available to the whole class is likely to mean that fewer students will require such support. Slow progress and low attainment does not necessarily mean that a student has SEN.

Information on a student's special educational need may come from the following sources:

- Primary School
- Baseline testing
- External agency reports
- Reading comprehension tests
- Parental concerns
- Observations
- Progress monitoring
- Concerns raised by teaching staff or Learning Support Assistants

Students will be on the SEN Register if they have a recognised need or disability in any of the following four areas: Cognition and Learning, Communication and

Interaction, Social, Emotional and Mental Health or Sensory and Physical. The student will be identified by code SEN-K.

If you think that your child may have special educational needs then you should contact your child's tutor or the Special Educational Needs Coordinator (SENCO).

Parents will be informed if their child is on the SEN Register. They will have the opportunity to meet and discuss their child's progress with the tutor. A SEN student's needs are communicated through the student profile which outlines the student's needs and ways of supporting them. This is regularly updated with input from the student, the parent, the tutor, recommendations from specialist reports and the SENCO. This is shared with staff involved in the student's learning. Students may also receive an additional support plan for targeted interventions and expected outcome.

All students are entitled to quality first teaching, adapted to students' individual needs to enable them to access the curriculum. Teachers provide differentiated teaching and learning for all students. The subject teachers will have overall responsibility for the planning and teaching of the curriculum for all students which is monitored by senior leaders.

All teachers at Walton High are responsible for the progress and development of students in their class. Their role will involve identifying, assessing and making provision for the students in their class. Subject intervention is made by the teacher and is supported through the Curriculum Area through the Assess, Plan, Do and Review system.

Parents of students who have Education, Health and Care Plans will also meet with student's tutor to discuss outcomes and progress. Parents will also be invited to attend the Annual Review meetings to update the plan. This will be co-ordinated by the SENCO.

Occasionally a child or family may need more specialist support from an outside agency. If the advice of a Specialist Teacher is required the consent of parents will be required. This will then initiate the involvement of the relevant Specialist Teacher. MKET employs an Educational Psychologist and a Speech Therapist. Parents will be asked to give consent before any assessment will take place.

Additional support is monitored by the SENCO. This may include a Learning Support Assistant in the classroom or intervention in a small group outside the classroom. Additional support may also include involvement from Pastoral or Behaviour Support Assistants if there is a need for pastoral or behavioural support. If a student has a complex medical need then this will be supported by the Medical Room Supervisor. Curriculum Area support sessions are available to help with learning after school. If appropriate, specialist equipment may be provided for your child.

If a student qualifies for exam access arrangements in public examinations then this will be organised by the school.

Parents are informed of their child's progress through school reports throughout the year.

There are also Parent Consultations and termly SEN tutorial meetings with your child's Personal Tutor. If we are concerned about a child's progress or well-being, then parents will be invited to school to discuss strategies that will support your child. This is often referred to as early intervention.

All teaching and support staff members receive access to regular training related to special educational needs and disabilities.

Specialist services from outside sources can be accessed from Walton High. These include:

- MKET Educational Psychologist
- Education Psychology Service – scheduled visits from Educational Psychologist
- Health Authority – child psychology department / school nurse
- CAMHS
- Social Services
- Ethnic Minority Achievement Network
- Milton Keynes Inclusion and Intervention Team
- Speech and Language therapist
- Police
- Children and Family Practices

Activities and school trips are available to all student at Walton High. There are many extracurricular activities and we have our unique ALDs several times a year. We believe it is important for students to enrich their learning with additional learning opportunities. Risk assessments are carried out and procedures put in place to enable all children to participate at Walton High's discretion and in consultation with parents.

Walton High is fully accessible to wheelchair users. There is a lift to all floors and disabled toilets and shower available on both campuses.

The Governors of Walton High are responsible for entrusting a named person to monitor Safeguarding and Child Protection procedures. The Governors ensure that Walton High is as inclusive as possible and treat all children and staff in an equitable way. The Governors monitor and review the Accessibility Plan and all other statutory policies defined by the DfE.

Walton High's SEND Governor is Mrs Jeanna Wenham.

If you wish to discuss your child's education further please contact your child's Personal Tutor in the first instance.

Further information regarding Milton Keynes Council's SEND Local Offer can be found here:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>