

Walworth Primary School

“Supporting everyone’s emotional wellbeing and mental health, so that they can be listened to, are happy together and ready to learn.”



SEND SCHOOL INFORMATION REPORT

Date: March 2022 Updated March 2023

Revision Due: March 2024

Ref: Miss Vicky Bourne (SENCO):

Approved by Governors: Ryan Todd March 2023

Introduction

Welcome to Walworth Primary School's SEN Information Report March 2023- March 2024. Our **SEN Information Report** – which is part of [\[Durham County Council's Local Offer\]](#) – provides details about how we support children and young people with Special Educational Needs in our school.

The SEN Information Report was reviewed and updated in March 2023 by Miss Vicky Bourne (SENCO/ Deputy Headteacher). It is updated annually with views of parents/carers taken into consideration. It is monitored and agreed by our governing body, through our SEND governor Ryan Todd

This document outlines the support available to learners at our school. The overall objective of Walworth School is to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all our activities.

This is set out in our Equality, Diversity and Cohesion Policy.

All children at Walworth School will access all aspects of the options available through;

- A curriculum designed to meet the needs of all children with a variety of SEN
- Support from highly trained staff who are sensitive to the needs of children with SEN and their families
- A variety of teaching methods to take into account the various preferred learning styles
- A Parent Support Advisor (PSA) to ensure support networks are available to all
- Therapeutic professionals that provided target intervention around Emotional Wellbeing and Mental Health, Occupational Therapy and Speech, Language and Communication.
- Information to support children's development, progress and communication between school and home in relation to the variety of additional events
- A Governing Body committed to the principles of the above Policy

This SEND Information Report should be read alongside the school's SEND Policy, the Equalities Information and Objectives and the Accessibility Plan.

Key Contacts

- Mr R. Cooke (Headteacher)
- Miss V Bourne (Deputy Head Teacher / SENCO)
- Miss E Reed (Senior Lead Practitioner/ SENCO – Upper School)
- Mr R Todd (SEN Link Governor)

If you would like to discuss your child's SEN in more detail please contact the school

Tel :- **01325 300194** or Email walworth@durhamlearning.net to arrange an appointment.

School SEND Admissions



The full range of local support available for children/ young people with SEND and their families within and outside of school can be found in the [\[County Durham Local Offer\]](#)

Our SEN Provision

There are four broad areas of special educational need, these are:

- **Communication and Interaction**
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

The kinds of SEN that are provided for:

At Walworth School, we have experience of supporting children and young people with all four areas of SEND, however we are predominantly a specialist provision that supports children with Social, Emotional and Mental Health Difficulties (SEMH).

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Our approach to teaching children & young people with SEN

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum / National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The Curriculum also included the social aspects that are essential for lifelong learning, personal growth and development of independence.

At Walworth Primary School, we would like to see that all children have the opportunity to develop to their fullest potential academically, physically, morally, spiritually, socially and emotionally, enabling each child to grow in confidence and be able to fully participate in everything that goes on in the wider community with confidence.

As a community we recognise and place positive mental health and wellbeing at the centre of school life. Our Vision “**Supporting** everyone’s emotional wellbeing and mental health, so that they can be listened to, are happy together and ready to learn”. highlights the importance we place on supporting every child’s emotional wellbeing so that they can be listened too and are happy together and ready to learn.

We achieve this by:

- Providing quality first teaching (QFT) to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Carefully planned differentiated learning opportunities, to allow all children to access curriculum outcomes.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

Teaching, learning and delivery

At Walworth Primary school we believe that effective teaching involves teachers and Learning Support Assistant (LSA):

- *Forming positive relationships with the children in their class and other members of the school community;*
- *Planning lessons effectively, taking into account children's prior learning and current assessments.*
- *Ensuring that lessons are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;*
- *Demonstrating high expectations for attitudes towards learning, standards of work and social behaviours;*
- *Ensuring that effective direction and support is given in order that the children make good or better progress;*
- *Demonstrating secure subject and pedagogical knowledge in order to broaden children's knowledge and understanding;*
- *Applying a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;*
- *Developing and maintaining a safe, secure and inspiring classroom and learning environments*
- *Effectively assessing and monitoring children's progress in order that they can extend children's learning both within individual lessons and over time;*
- *Using practical resources well to support children's learning;*
- *Using technology safely and effectively in order to support children's learning and with reference to e-safety policy.*
- *Developing the range of reading skills required to access all the curriculum effectively;*
- *Using questioning effectively to ensure depth of knowledge and understanding is secure and provides appropriate level of challenge.*
- *Using a range of interventions to target identified children, where gaps in their learning are evident.*

We feel that children's learning, within the school, is maximised to its full potential when all children:

- *Have a clear direction and are praised for all the positive things that they do;*
- *Are actively involved in their learning at an appropriate level to match their learning needs;*
- *Are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;*
- *Participate in learning which encompasses the values and skills of the school in aiding their development as future citizens;*
- *Are working in an environment which is safe, caring, supportive, stimulating which celebrates their achievements.*
- *Involving parents / carers to take an interest in their child learning by encouraging parental partnership and providing them with the necessary information.*

How we adapt the curriculum and learning environment for children & young people with SEN

We adapt the curriculum and learning environment for pupils with SEN:

For all children, we aim to provide:

- Access to a varied and stimulating curriculum which is relevant to the needs of the children.
- Different teaching approaches based on the needs of the children.
- Hands on learning and as many school trips as we possibly can.
- A range of technology to support and aid teaching.
- Opportunities for small group and independent work.
- Opportunities to develop self-esteem, independent learning, involvement in decision making and problem solving.
- One or more teaching assistant in every class.

For some children we will:

- Provide additional targeted support e.g. phonics groups using the Rapid phonics, Nessy, 1:1 Phonics and Literacy Intervention; Comprehension and Reading Groups; Handwriting and Movement Groups; Rapid Maths intervention and Year 2 and 6 1to1 SATs after school tutorial revision.

We provide access to a supportive environment.

- All resources are available to the children. The children are encouraged to use them in their own time.
- Resources are up to date and iPads are used across the school.

- We have the support of a range of professionals including speech and language support, occupational therapy support and we have links to the NHS and Medical Professionals such as CAMHS Clinical psychologist and specialist nurses.

How we identify, assess and review children with special educational needs

All children at Walworth have an Education Health and Care Plan (EHCP). Most of our children need support to help them with social, emotional and mental health aspects of their everyday lives and many have other associated complex difficulties. Perhaps the most important factor in developing each and every child's full potential is the essential cooperation necessary by all those people involved in the child's welfare to ensure the best possible outcomes. ALL staff at Walworth are fully committed to this overriding principle.

We identify SEND by reviewing the content in the children's ECHP and liaising with previous schools as well as tracking children's progress carefully to identify any underperformance. We act decisively on any concerns raised by parents / carers. We have a number of links with external agencies whom we invite to work in school to support children and their teachers. Teachers continually assess each child and notes areas where further support are needed.

A full Review or EHCP review meeting takes place each year to discuss any potential changes to each child's educational, health and social care outcomes. This review is coordinated by qualified SENCOs. Review of previous outcomes is an essential component of the meeting alongside setting aspirations and new outcomes for the following year. Parents / carers and other professionals involved with the child will be invited to provide the most composite and up to date picture available to support progress. It is vitally important that parents / carers attend these meetings so that opinions can be shared and discussion takes place about your child's changing and developing needs. The discussion of this meeting will review, amend or change the plan for the following year to ensure that the child's needs are being addressed and met.

Within school every child will have an Individual SEN Support plan which includes a placement plan for children who reside in Acorn House. The focus is on their educational, behavioural, social and health outcomes. This SEN plan is a "working document" and is regularly discussed in school with the child and parents / carers, to ensure the child stays on track with their focus outcomes, amendments being made if necessary at any point. The support plan would indicate approaches to learning, behaviour management,

social development and specific intervention packages where necessary and work involving other external professionals in relation to the outcomes set in the children's EHCP. This focus brings together a holistic view point and provides a clearer picture of how universal services and policies are put into practice and work together, in the best interests of the children who attend the school.

Q: What should I do if I think my child has additional educational needs to the one identified on the EHCP?

Talk to us! Firstly, contact your child's class teacher. If you require more information, contact the Special Educational Needs Co-ordinator (SENCO). We pride ourselves on building positive relationships with parents / carers—we are open and honest with parents and carers and we hope that they are able to do the same with us.

Q: How will I know how my child is doing and how will you help me to support my child's learning?

The class teacher will meet with parents / carers at regular points during the year to discuss children's needs, support and progress. We offer an open door policy. Parents and carers are welcome at any time to make an appointment to speak with the teacher or the SENCO to discuss how your child is getting on. We offer advice and practical suggestions to help your child at home. Your child will have a support plan in place and therefore outcomes are set, with the expectation that the child will reach the outcome by the time it are reviewed. All children will have an Education Health Care Plan (formally a statement) which means that a formal annual review will take place to discuss your child's progress and a report will be written.

Q: What support do you offer for my child's overall wellbeing?

We are an inclusive school—we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive wellbeing. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this will be parents' first contact. We work alongside our head of care for children who access residential provision and Health and Social Services and other support teams when required. The school has a policy regarding the administration of medicines. Parents need to contact Mrs Kayleigh Harrison or Mrs Lisa Atkinson in the school office and complete paperwork to help us administer medicines correctly. School will only be able to administer medicines prescribed by a doctor. In July 2019 the school met the quality mark standards for the Wellbeing Award for Schools. This award is valid for 3 years. We are currently awaiting the reaccreditation for this award.

Q: What support is there for improving behaviour and attendance?

As a school, we have a very positive approach to all types of behaviour. We have a clear reward systems in classes that is followed by staff, pupils and an increasing number of parents / carers. After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the

incident has happened and what the child needs to do differently next time to change and improve their behaviour.

The attendance of every child is closely monitored by the Deputy Head Teacher and the school works very closely with our attendance lead Mrs Lisa Atkinson. Lateness and absence are recorded and reported. Good attendance is actively encouraged. We support parents / carers in every way we can to enable children to attend school.

How children with SEN engage in all activities?

We enable all children to engage fully in all aspects of school life. To do this, we:

- Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement, for example; ensuring that children with communication difficulties are supported with visual aids and prompts.
- Ensure that all pupils have access to the school curriculum and all school activities, for example; additional adult support to model and support learning.
- Ensure every child has the entitlement to a sense of achievement through celebrating progress with parents, for example; we have a weekly achievement assembly where academic and non-academic progress is celebrated and class reward trips.
- When planning activities such as visits and trips SEN children are considered to ensure they can fully participate, for example; staff will visit places to make sure suitable adaptations are available for the needs of the children and complete risk assessment and comply with LA evolve protocols.

How we evaluate the effectiveness of SEN Provision?

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Robust evaluation of policy and practice
- Organising an annual planner for SEN provision
- Implementing a SEND action plan and evaluating the areas of priorities.
- Book scrutiny
- SENCO/SLT/Governor monitoring
- Learning walks
- Staff, pupil and parent questionnaires
- Consultation with the local authority SEND advisors
- SENCOs working alongside other schools
- SENCOs attending SEN network meetings
- Writing review of SEND provision for Governor Body meetings

Support for Emotional & Social Development

Strategies to support and promote Emotional Wellbeing and Mental Health We are a small, friendly and open school. We encourage parents and carers to speak to key members of staff whenever possible by telephone, letter, and email or in person.

- We provided specialist professional provision from a CAMHS key worker who is employed 2 days a week and works directly with pupils, staff and parent / carers.
- We have target interventions that help children to self-regulate their emotions and provides opportunity for relaxation and 1 to 1 counselling sessions.

- We encourage all parents, carers, children and professionals associated with the pupil to visit before they start school.
- We support the children fully when they move to comprehensive school by planned transition supported by our parent support advisor. We provide staff to accompany the children on their visits and members of the transition team spend time in our school.
- We hold regular progress open days for parents and carers.
- We have a varied and stimulating PSHE programme running through the school and internal and external active listeners who provide 1 to 1 listening sessions e.g. Listening matters “Chatty, chatty room” and named independent listeners.

In School Support - HOW CAN I IDENTIFY EMOTIONAL DIFFICULTIES?

- Children can sometimes struggle to talk to the people who are closest to them, perhaps because they do not want to worry them or upset them or because they are trying to be ‘grown up’ and to cope on their own.
- Mental health professionals look for a range of ‘symptoms’ to try to understand when children have a difficulty of some kind. These can be symptoms that are more outward behaviour in, such as anger, aggression, loud disruptive behaviour, challenging behaviour etc. Research suggests that these kind of symptoms are over represented in boys and can include being overly quiet, withdrawn, uncommunicative, anxious, depressed, not mixing with friends, not eating, self-harming and so on.
- Generally girls tend to use these kinds of symptoms to express distress more, but all of these symptoms can be relevant to emotional functioning in both boys and girls.
- Any unusual behaviour that lasts more than a couple of days or very unusual behaviour should be taken seriously. Children have limited resources with which to communicate distress or confusion, and will often chose means that do not make sense to the adults around them. This is especially so for primary school children who often do not have the level of language or skills to communicate more complex experiences or feelings.

In School Support - HOW DO WE HELP CHILDREN WITH BEHAVIOURAL, SOCIAL AND EMOTIONAL NEEDS?

- In our school, we aim to help young people to develop into responsible adults who:
- are able to understand and talk about their feelings;
- control their behaviour so that it is constructive and not destructive;
- understand the perspectives of other people, and realise that their own feelings may be different from the feelings of others;
- are able to establish relationships with others and maintains an ongoing friendship with at least one other person;
- are able to understand that their actions have an impact on others;

- are able to deal with social situations such as meeting new people or behaving appropriately in formal interviews or meetings;
- are able to engage in and stay with an activity for a reasonable amount of time;
- are able to deal with mistakes and failure in a constructive way;
- know how and when to seek help for problems.

In School Support - WALWORTH PRIMARY SCHOOL—SUPPORTING FAMILIES

Every parent / Carer wants to do the best that they can for their children and be confident managing family life. We recognise that any family may require extra support at times, particularly when children are very young.

We aim to provide support when families need it most. We will work with families and a wide range of professionals to build on strengths to meet their child's needs. We work with families to plan how we can help. This may mean a family choosing to work with a support or family worker. Some services, can offer support during evenings and weekends, as well as during the day. We also look at other ways for families to feel more confident about parenting. For example, there might be someone in the wider family who can provide help or a local service which could provide support but is hard to reach.

Looked After Children with SEND

We have a Designated Teacher for Children Looked After [Miss Emma Reed](#) who works closely with the SENCO to ensure all teachers in school understand the implications for those children who are looked after and have SEN.

Walworth School aims to promote the educational attainment, achievement and welfare of looked after children and previous looked after children.

The aims of the school are to:

- ensure that school policies and procedures are followed for looked after children and previously looked after children (PLAC) as for all children.
- ensure that all looked after and (PLAC) have access to a broad and balanced curriculum provide a differentiated curriculum appropriate to the individual's needs and ability.
- ensure that looked after Pupils take as full a part as possible in school activities.
- ensure that carers and social workers of looked after Pupils are kept fully informed of their child's progress and attainment.
- ensure that looked after Pupils are involved, where possible, in decisions affecting their future provision.

Monitoring the progress of Children who are Looked After

The school assesses each Child Looked after student's attainment on entry to ensure continuity of learning. The social worker for the looked after child initiates a Personal Education Plan – PEP - within 20 days of the pupil joining the school, or of entering care, and ensures that the young person is actively involved. Following the initial PEP, the role of the Designated Teacher is to liaise with other agencies involved to arrange further PEP review meetings and provide copies of the PEP to the social worker, specialist caseworker from Durham County Virtual School (or other Virtual School, where the child is from another Local Authority) and other agencies. The allocation and purpose of the Pupil Premium Plus (PP+) will be included within the PEP. All PEPs are either in a word document or electronically through the online system provided by other LA such as Welfare Call.

SEN Transition

How we support children/young people with SEN starting at our school?

If your child joins our school during a Key Stage or mid-way through the academic year, systems are in place to aid their transition from their previous school. When you visit our school, the Head Teacher, Mr Cooke, will give you a tour and your child will have opportunities to see their new classroom and meet their teacher. If your child has SEND, our SENCO will liaise with the SENCO from your child's previous school to ensure that we have the required information to enable us to support your child fully. It would be beneficial if you could discuss your child's needs with us and share any information you have when you visit.

How we support children/young people with SEN moving between classes in our school?

At Walworth we work closely within each year group so children become familiar with each staff team. Children are given the opportunity to take part in 'Moving Up' where children spend time with their new class teacher in their new classroom. During the summer term staff meet to share information and for those children who require provision that is additional to or different from quality first teaching we make additional arrangements to support these children through the transition. This can include spending additional time in their new classroom, visiting their new classroom with their current member of support staff, beginning transition arrangements earlier in the Summer Term or photographs of their new classroom to take home and talk about with Parents and Carers during the Summer holidays. The support provided is tailored to the needs of individual children and will be discussed with parents and carers and the child.

How we support children/young people with SEN leaving our school?

We have excellent links with a number of our specialist feeder secondary schools that offer similar provision. We support children at every stage of their school career and we plan for the transition to each key stage and comprehensive school to be as smooth and as worry-free as possible. Secondary school staff visit our Year 6 children throughout the year and plan a number of visits to their new school. We hold meetings with transition staff to discuss the children's academic needs and how best their needs can be catered for in their new school. We can arrange additional visits for those children who may benefit from this. We talk to the SENCO's in these schools to ensure that the support the children receive at our school continues into the next phase of their education.

SEN Specialist Expertise

Our SENCOs are:

Miss Vicky Bourne (Deputy Head Teacher / SENCo)

BA Ed Hons and NASENCO award (Sancho)

***Miss Emma Reed (Senior Lead Practitioner/SENCO)
BA Ed Hons and NPQH***

*Walworth Day & Residential School
Newton Aycliffe
Co. Durham DL5 7LP*

Direct Line: 01325 372247

Main Line: 01325 300194

website: www.walworth.durham.sch.uk

We have teaching and support staff specially trained in:

- Elklan Speech and Language Therapy (Level3)
- ASC (including writing Social Stories and Talkabout – Social Communication and Interaction Intervention)
- Supporting pupils with Specific Reading & Spelling Difficulties (including Dyslexia)
- Supporting pupils with Specific Maths difficulties
- Supporting pupils with Visual Perception difficulties
- Gross and Fine Motor Development
- Drawing and Talking Therapy
- The use of Accessible Technology
- Team Teach
- Supporting pupils with anxiety or anger issues
- Lego Therapy
- Connecting with Children
- Emotion Coaching
- ACE's training
- PACE training

External Specialists and Other Bodies

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

These include:

- [Durham SEND Information, Advice and Support Service]
- Local Authority Special Educational Needs Inclusion Team
- Educational Psychology Service
- One Point Hubs
- Health Agencies, particularly School Nurse Service and Health Visitors
- Child and Adolescent Mental Health Service (CAMHS) – Key Workers
- Speech and Language Therapists
- Durham Movement Difficulties Service
- Future Steps Occupational Therapy Service for Children
- Virtual School for Looked After Children
- Autism Spectrum Condition Team
- Cognition and Learning Team
- Other specialist health services as required, e.g. hearing, speech, vision, diabetes
- Medical Practitioners – GPs, Paediatricians, Clinical Psychologists
- Family workers and One Point Children Centre staff
- Social Workers
- Independent Fostering Agencies

How We Secure Specialist Expertise?

Our SEND Budget and additional top up funding is used to support children and young people with SEN.

This is used to support children and young people with SEND by:

- Specialist training for all staff
- Specialist training for SENCO
- 1 to 1 support
- Enabling the school to employ members of staff to support children and run programmes of intervention
- Resources to enable children to meet outcomes
- Buy in the services of specialists
- Buy into support packages
- Purchase assessment and intervention tools.

Consulting with our SEN Pupils, Parents & Carers

Consultation with Children and Young People with SEND

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their outcomes and discussing them with the class teacher/SENCO. The children have regular meetings with staff to discuss their progress and support.

All children in Walworth are able to communicate through speech, though at a variety of levels. Experienced staff who work closely with each child and becomes “tuned into” each child and is aware of specific speech patterns and can “translate” meaning. Every child has a voice and should be listened to. Children are actively encouraged to talk to staff if they have any problems or they can suggest something to help make the school a better place for all. These opinions are also collated through the School Council which offers ideas on events taking place in school, school improvements, menu’s, fund raising and general activities. Certain curriculum opportunities offer children the chance to give their opinions e.g. Class Groups around “current affairs”.

We also run our own family groups in school. This happens weekly in class groups and the group discuss and debate various topic, current news and higher order thinking activities. It is also an opportunity for the children to reflect on their week.

Questionnaires for the children allow their opinions to be collated and potential follow up measures taken to provide a better service for this very important group. Parents and carers also play a big part in passing on children`s views, the child preferring to talk to them not school staff. Finally, children`s views are also collected to form part of their annual review process. This allows them the opportunity to share with a larger audience their aspirations for the future, their successes and the areas where they believe they need additional support

Consultation with parents and carers of children and young people with SEND

We are committed to working with parents and carers to identify their child’s needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly parents/ carers open days / Sports day and Wellbeing events.
- Ongoing discussions with a class teacher and/or SENCO;
- An ‘open-door’ policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through regular reviews of their child’s SEN Support Plan/ EHC Plan/ PEP and care plan meetings
- Home School Diary / email / telephone contact.

Compliments, Complaints and Feedback

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience.

We would also like your views about the content of our SEN Information Report. If you would like to comment please complete the online form in the [Contact Us section] of our website.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school **Complaints Policy** should be followed.

Further information can be found in the **Complaints Policy** in the [[School Policies](#)] section of your website or by visiting the [[Durham SEND Information, Advice and Support Service](#)] website.

Key Policies

All of [our school policies] can be found on the website but the most important ones for parents of children with SEND are listed below:

- SEND Policy
- Equality Policy
- Equality Information and Objectives
- Emotional Wellbeing and Mental Health Policy
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour and Relational Policy
- Medical Needs Policy
- Teaching and Learning Policy
- Complaints Policy
- CLA policy

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

Disability and Accessibility

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual and emotional needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

What we do to prevent pupils with disabilities from being treated less favourably:

We have an Accessibility Plan in place and, where feasible, make reasonable adjustments to improve the accessibility to our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010. Please refer to the Accessibility Plan and Policy. The School's Accessibility Plan ensures that adjustments are made to facilitate access to school buildings for those who are disabled. When pupils enter the School with specific disabilities identified, the school ensures that the requirements of the pupils are passed on to all staff. This may involve support from external agencies; wherever possible, any additional staff training, linked to a special educational need or disability which is required is undertaken prior to transition.

The facilities to assist access are outlined in our **Accessibility Plan** which you can find in the [School Policies] section of our website.

Our Accessibility Plan and the short, medium and long term actions, will be reviewed and adjusted on an annual basis and a new Accessibility Plan will be produced every three years.

The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary.
- Increase access to the curriculum for pupils with a disability. This covers reasonable adjustments within teaching and learning, specialist aids and equipment and the wider curriculum of the school, such as after school clubs, visits etc,
- Improve the provision of information to pupils, staff, parents and visitors with disabilities. All information will be made available in various formats within a reasonable time frame.