Walwayne Court School

Together we are stronger

SEND information report

Author	Rhiannon Purnell
Review	September 2026
Next Review	September 2027
Committee Responsible	FGB

Welcome to our SEND information report, this is part of the Wiltshire Local Offer of Special Educational Needs Provision and below you will find a link to the Wiltshire Local Offer.

The objectives of the information report are:

- To ensure the identification of all pupils requiring SEND provision as early as possible.
- To be an inclusive school.
- To ensure the achievements and abilities of all children are valued.
- To provide curriculum access for all.
- To ensure that all children with SEND receive the additional support they require.
- To attain high levels of happiness and participation from pupils and parents/carers.
- To ensure that all who are involved with children with SEND are aware of the procedures for identifying, supporting and teaching them.
- To ensure there is careful monitoring and evaluation of SEND provision and intervention programmes.
- To ensure resources, including human, are carefully targeted at individuals and intervention groups.
- To ensure that additional support is given in such a way as to minimise disruption to the child.
- To ensure the child and his/her parents are regularly involved in the identification and review of their learning plans and targets.
- To ensure continuity for all pupils when transferring from class to class through carefully planned transition and clear arrangements for transfer of paperwork.
- To work in partnership with other agencies towards the most appropriate provision for every child.
- To ensure the SEND Code of Practice (January 2015) is adhered to.

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,

Identifying pupils with SEND and assessing their needs

How does our school know if children need extra help?

Early identification of a child's needs is very important to us. We believe that in order for a child to achieve their full potential their needs should be understood and met as soon as possible.

Before admission:

- The local Authority informs the school if a child has a disability.
- Governors are invited to consult by the Local Authority's SEN Service on meeting needs of any children with Education, Health Care plans who name our school for their provision.

After admission:

- 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).
- Teachers raise concerns with the Special Educational Needs Co-ordinator (SENCO) when a child is performing below age related expectations.
- The teacher uses SEND trackers such as the Wiltshire Graduated Response to SEND (GRSS) and School Early Assessment Materials (SEAMS) to track concerns and identify support.
- Concerns are shared with parents and we listen to parents' concerns.

- 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. Identified children will be recorded as being monitored for SEND and will be part of the graduated response.
- We put strategies in place to meet the child's needs, these include interventions to support speech and language development, reading, writing, maths, motor skills, social skills, emotional, sensory, physical and medical needs.
- When it is appropriate we involve external agencies to get further advice, these include the Speech and Language Therapy Team, the Community Paediatric Team, Occupational Health and the Wiltshire Special Educational Needs Support Service (SSENS) which is made up of Educational Psychologists, Behaviour Support Teachers and Special Educational Needs Advisors who can offer advice on supporting children with a range of needs including autism, physical disabilities and dyslexia.

What should a parent do if they think their child may have special educational needs?
Talk to us. If you are planning for your child to start at our school then you may like to start by talking to the head teacher or Special Educational Needs Coordinator (SENCO). If your child is already in school then firstly talk to your child's class teacher, if you still have concerns and would like to talk to the SENCO then your child's class teacher or a member of the office team will be happy to put you in contact with her. We also have a pastoral team who you may like to share your concerns with, the office team will be happy to put you in contact with them.

Building positive relationships with parents is of great importance to us. We are open and honest with parents and hope they are able to do the same with us.

Head Teacher - Sharon Turley
SENCO – Rhiannon Purnell
Pastoral team – Rhiannon Dally, Sonya Burrows, Maggie Williams, Jo Nicholl and Matthew Charlton
School Business Managers – Catherine Birch, Julie Collier

How are parents involved?
We will have an early discussion with parents when identifying whether their child needs special educational provision. These conversations will make sure that:
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account 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.

What opportunities will there be to discuss your child's progress?
- We believe that your child's education should be a partnership between parents and school and we aim to communicate with you regularly.
- The class teacher will meet parents of children with SEND at least three times a year (this could be part of Parent Teacher Interviews) to discuss your child's needs, support and progress; and his/her learning plan (this is explained further below).
- As appropriate, the SENCO will also meet with parents. This can be to share concerns, discuss reports from other agencies, talk about progress and decide on next steps.
- Parents are usually invited by professionals from other agencies to meet with them on the day of their observations or assessments with a child and we ensure you receive a copy of their reports.
- You are also welcome to request a meeting at any time to meet with your child's class teacher and/or the SENCO to discuss how your child is getting on.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

How will we help you to support your child's development?
- Support at home can be through games or personalised home learning, including online learning resources which can be accessed at home.
- If appropriate your child may have a home-school contact book to share comments between parents and teachers and teaching assistants.
- If an external agency is involved with your child you will have an opportunity to discuss their recommendations for support in school and at home. This usually takes place shortly after their report has been received.

How will your child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through school council meetings.
- All children discuss their targets with their teacher. Children with SEND are involved in contributing to their support plans or Education, Health Care Plans.
- If your child has an Education, Health Care Plan their views will be sought at the review stage.

Assessing and reviewing pupils' progress towards outcomes
How do we measure your child's progress?

- All children's progress is reviewed regularly through Monitoring and Evaluation carried out by the Senior Leadership Team (including the SENCO). This includes progress against age related expectations in maths, reading and writing.
- Children with Special Educational Needs have targets recorded on their support plan. Targets are agreed between staff, parents and children and reviewed termly.
- We follow the graduated approach of **assess, plan, do, review.**
- The class teacher (supported by the SENCO) carries out analysis of the pupil's needs. This draws on:
    - The teacher's assessment and experience of the pupil
    - Their previous progress and attainment or behaviour
    - Other 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 additional support a child receives may continue in the same way, be reduced or changed in its approach, or ceased depending on whether progress against targets has been made and sustained. New targets will be set.
- All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.
- Children may be taken off the SEND support register when they have made the necessary progress, and this has been sustained over a period of at least six months.
- If your child has complex special educational needs or a disability he/she may have an Education, Health Care Plan (EHC Plan) which means that a formal meeting will take place annually to review your child's progress (six monthly for under five year olds).

How does the school judge whether the support has had an impact?

- Intervention programs are monitored and evaluated for their impact by the SENCO (and sometimes other school leaders i.e. The Disadvantaged Learners Lead, English and Maths Leaders).
- Some targets and interventions, e.g. emotional and behavioural, are evaluated in terms of the improvement observed, although often related to improved access to learning and therefore progress in curriculum levels too. Thrive assessments are tracked termly for all children's emotional and social progress.

<u>Supporting pupils moving between phases</u>

How will the school prepare and support your child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting with us.
- All children starting in Reception have introductory sessions in the summer term. For children with additional needs we offer additional visits such as the opportunity to explore their classroom after school without other children around.
- For children with special educational needs or a disability, we may facilitate a phased transition to help your child get used to the new environment. We would also visit them in their current setting if appropriate.
- We make transition books or write social stories with children to help explain and prepare them for any major transition, this can include new classes in the summer.
- When children are preparing to leave us for secondary school we arrange additional visits for them as well as nominating them for additional sessions for vulnerable children which our main feeder secondary schools provide.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring relevant paperwork is passed on and all needs are discussed and understood. We aim to have transition conversations with secondary schools and pre-schools/nurseries as early as possible.

- If your child has an EHC Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school in the summer of Year 5 and again part way through Year 6.

Our approach to teaching pupils with SEND

How will we support your child?

- The SENCO works with the School Leadership Team and all staff to ensure that children with disabilities are not treated less favourably than other pupils.
- 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 SEND. This will be differentiated for individual pupils.
- The SENCO oversees support and progress of any child requiring additional help across the school through the Assess, Plan, Do, Review process. The Assessment Coordinator also closely monitors pupil progress for all children, including children with special educational needs. The English and Maths Subject Leaders also monitor the progress and achievement of pupils in their subjects.
- The class teacher plans and works with each child with special educational needs or disabilities in their class to ensure that progress is made in every area.
- The SENCO works with class teachers and teaching assistants to identify what additional support would be appropriate for individuals and groups of children. We also look at any recommendations made in reports by external agencies we have involved and request new or further advice on a child if needed.
- Children who require a higher level of intervention have their names recorded on the school's SEND Support Register. To assist in meeting his/her needs via the assess, plan, do, review process, we create a Support Plan with the child and his/her parents. This records:
    - What we like/admire about the child
    - What is important to him/her
    - What he/she needs help to learn
    - How we will support him/her
- For some children whose progress is very limited we will develop a 'Support Plan' which everyone involved with the child contributes to and it is used to pull together information from several agencies, to prioritise outcomes and agree actions.
- We put in place strategies recommended in individual children's reports from external agencies.
- We have a team of teaching assistants (TAs) who are largely class based to support children with SEND with accessing the curriculum alongside their peers. Sometimes teaching assistants work with children individually or as part of a small group and the nature and frequency of this support will be explained by the class teacher.
- Some of our teaching assistants have developed expertise in particular areas of support or intervention programs and sometimes a child is withdrawn from class for short sessions to benefit from work with a specific TA e.g. our Speech and Language Therapy Teaching Assistant.
- Some of our teachers have developed expertise in particular areas of support or intervention programs and may also withdraw children for short sessions to work with them.
- We aim to provide support through a needs led approach and high quality class teaching supported by a strong team of Teaching Assistants. Where children are not making expected progress or are not meeting age related expectations we will consider intervention programs for a set period of time.

  Interventions may include:
    - Additional/differentiated Sounds-Write sessions (phonics support)
    - Dyscalculia online program using IDL, Times Table Rockstars or maths catch up (maths support)
    - Thrive Approach (Emotional Literacy Support)
    - Balance and Coordination program (gross motor skills support)
    - Forest school/Gardening/School Community Project work
    - Memory Building activities
    - Sensory Circuits
    - Social Skills program
    - Speech and Language Development
    - Write from the start (fine motor skills/handwriting support)
    - Phonological Awareness Training (reading and spelling support)
    - Wiltshire Early Screening for Dyslexia
    - IDL Screener for dyslexic profiles
    - Emotional Literacy Support Assistant Time (ELSA)
    - Listening skills

- We have three Social, Emotional and Mental Health (SEMH) rooms where children are supported with a range of needs including social communication skills, emotional regulation, well-being, independent learning skills, confidence and self-esteem. Sonya Burrows is a trained Thrive Practitioner. She and Jo Nichol are Emotional Literacy Support Assistants and the Thrive Approach is used as a means of identifying, monitoring and meeting emotional development needs within school. We also embody the Thrive Approach across the whole school.

What support is there for behaviour?

- We have a positive approach to behaviour management with a clear Behaviour Policy which is followed by all staff and pupils. We make every effort to include all pupils in lessons with their class and to include all pupils socially at break and lunch times.
- If a child has difficulties managing their emotions and making good behaviour choices, we see it as our role to help him or her learn these skills as with any other difficulty. The class teacher discusses concerns with parents and the SENCO, and we set targets and implement strategies appropriate to the individual child, based around praise and recognition.
- We may seek further advice from the Behaviour Support Service.
- We may also arrange alternative provision for half a day/a day a week for a period of time e.g. Equine Assisted Learning as appropriate for some children. This is always in discussion with parents/carers.
- Where needed, a de-escalation plan is created to enable a co-ordinated approach to supporting behaviour for individual children.

<u>Adaptations to the curriculum and learning environment</u>

How do teachers match the curriculum to an individual child's needs?

- We make the following adaptations to ensure all pupils' needs are met through universal provision:
    - Differentiating our curriculum to ensure all pupils are able to access it, for example, by teaching style, content of the lesson, etc.
    - Adapting our resources and deployment of support staff.
    - Using recommended aids, such as a range of technology and apps, coloured overlays, visual timetables, larger font, ear defenders, privacy boards etc.
    - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We aim to create independent learners and therefore plan for a balance between additional adult support and teaching the children independent learning strategies.

We believe mixed ability grouping has a positive impact on the self-esteem of children with additional needs as their contributions and strengths are visible to and valued by the rest of the class and we do not feel we are putting a cap on their potential. Teachers and teaching assistants are skilled in providing extra support within this classroom organisation, sometimes tailoring activities further for individual children if appropriate.

How accessible is the school environment?

- The main school building is all on one level and is fully wheelchair accessible with a separate toilet accessible for wheelchair users.
- The mobile classrooms are wheelchair accessible, and we are flexible in allocating classes to rooms taking into account the most appropriate rooms for children with disabilities to have as their main classroom.
- The outdoor environment is wheelchair accessible.
- Classrooms have access to a 'sound field' system which supports hearing impaired children.
- Classrooms are designed with areas of low sensory stimulation as required so that they are autism friendly.
- We have three sensory rooms to support SEMH needs.
- We have a dedicated physical therapy space and therapy table for children requiring specific exercises.
- Assistive seating and furniture is used in classes for children requiring access for learning.

<u>Expertise and training of staff</u>

What training have the staff supporting children with special educational needs and disabilities, had or are currently having?

- Our SENCO has 8 years of teaching experience and is completing her NPQ qualification in this year.
- Mrs Purnell allocated 3 days a week to manage SEND provision.
- We have a team of 15 Teaching Assistants, including 3 higher level teaching assistants (HLTAs), who are trained to deliver SEND provision. Their skills, experience and qualifications/training span a range of SEND support and interventions including phonics, reading, spelling, maths, social skills, emotional literacy, forest school and physical development

- Our teachers and teaching assistants have had training in delivering reading, writing and phonics programs including Sounds Write.
- We have two Teaching Assistants who have developed an expertise in supporting children with Speech and Language Therapy by working with the Speech and Language Therapists who visit school and attending an intensive training course.
- Two of our teaching assistants have received training from an occupational therapist in supporting children with movement exercises.
- Most of our teaching assistants have received training in running social skills groups.
- Most of our teaching assistants have attended courses in supporting children on the autistic spectrum.
- Most of our staff have had training in using Numicon to support children in maths.
- Most of our Teaching Assistants hold their Level 3 qualification. Some of our Teaching Assistants are working towards further qualifications. We have three qualified Higher level Teaching Assistants and one working toward that qualification. We have a Teaching Assistant with substantial experience in Behaviour Support.
- Two Teaching Assistants are qualified Emotional Literacy Support Assistants.
- One Teaching Assistant is trained as a Thrive Practitioner and we are a Thrive Ambassador school because of the work they have established.
- The SENCO has received Senior Mental Health Lead training for staff and children.
- Teachers have had training with an Educational Psychologist on Reducing Childhood Anxiety, sensory profiling and executive function skills.
- We have a Teaching Assistant with expertise in gardening and archaeology who runs enrichment sessions for children with additional needs.

Securing equipment and facilities

How are the school's resources allocated and matched to children's special educational needs?

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.
- We have a team of Teaching Assistants who support children in accessing the curriculum in class and lead intervention programmes designed to meet individual or groups of children's needs e.g. Maths and Literacy skills. Part of this provision is our SEMH provision including Thrive, ELSA, Play/Art Therapy and Gardening and also Speech and Language Therapy and Motor Skills development.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.
- A small number of children have Education and Health Care Plans which outline the level of provision a child is entitled to using the Wiltshire Banding Scale (these plans are awarded by the Local Authority following a request for an assessment for an EHC Plan).
- Where other professionals recommend specific resources or equipment we always endeavour to secure these for the child.

Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals on their Support Plans each term.
- Reviewing the impact of interventions after the recommended number of weeks for each intervention.
- Using pupil questionnaires
- Reviewing pupils' Thrive scores three times a year.
- Holding annual reviews for pupils with EHC plans.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.

How will your child be included in activities outside the classroom, including school trips?

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- We always aim for children to be included on school day trips and residential trips. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- All pupils are encouraged to take part in sports day, school plays and special workshops.
- No pupil is excluded from taking part in these activities because of their SEND. If there is a concern that the child's behaviour poses a risk to themselves or others then a risk assessment is carried out prior to any off-site activity to look at making all possible adjustments to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.
- Please see also the school's accessibility plan.

Support for improving emotional and social development

What is the pastoral, medical and social support available in the school to ensure your child's overall well-being?

- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.
- All children are Thrive assessed using the Whole School assessment tool and some children are identified for individual assessments and a Thrive Action Plan is created.
- Identifying vulnerable children is the first item on our agenda at our weekly admin meeting with all staff.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENCO and Head Teacher for further advice and support. This may involve working alongside outside agencies such as The School Nurse Team, Paediatricians, Health, Social Services, the Behaviour Support Service, Counselling services or Young Carers Team.
- The Head teacher and Senior Leadership Team greet families at the main gate in the morning helping ensure a smooth transition between home and school.
- Our Pastoral Team welcomes families into school and offers a quiet space for parents to talk about concerns. They can support parents/carers with a wide range of issues.
- Our breakfast club provides childcare for families early in the morning, for some allowing parents to get to work on time, and for others providing a positive calm start to the day.
- Similarly, we have a daily after school club which provides after school childcare for children in a nurturing environment.
- We recognise lunchtime can be difficult for some children and where necessary these children are supported in the hall or are invited to have their lunch with the Thrive Practitioners in a classroom if they find the hall too overwhelming.
- Children with specific medical conditions have their photographs and essential information recorded in a file which members of staff are familiarised with at staff meetings.
- All teaching assistants and most teachers are qualified first aiders with a smaller number having attended more advanced training. Key teachers and teaching assistants are trained by specialist nurses in required key medical awareness issues. These training sessions are tailored to reflect the individual needs of children in our school.
- The SENCO seeks advice from other professionals as relevant to children's individual/specific needs e.g. Physical Impairment Advisors including Visual/Hearing Impairment, Specialist Nurses, Occupational therapists/Physiotherapists etc…

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the class teacher and admin officer if medication is to be taken during the school day.
- If a child requires medication in school which has been prescribed by a Health Professional for a prolonged period (e.g. an epi-pen) the school nurse will support the school in creating an individual health care plan. This medication will be administered by the admin team.
- If a child requires medication either prescribed temporarily by a health professional (e.g. ADHD medication or antibiotics) or requested by parents (e.g. Calpol) a form will be completed with a member of the admin team and the class teacher or teaching assistant will sign to say they are happy to administer it.
- If a child requires personal hygiene care this will be managed through an individual care plan.

Working with other agencies

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

- We have an experienced SENCO who has a sound awareness of the different difficulties and needs that children have in school. She is confident in supporting staff and parents of children with special educational needs and disabilities, and knows how and where to seek further advice. She regularly attends cluster and network meetings with other SENCOs and lead professionals in the field of SEND.
- The external agencies we involve include: the Speech and Language Therapy Team, the Community Paediatric Team, Occupational Health, the Schools Counselling Service and the Wiltshire Special Educational Needs Support Service (SENSS) which is made up of Educational Psychologists, Behaviour Support Teachers and Special Educational Needs Advisors who can offer advice on supporting children with a range of needs including autism, physical disabilities and dyslexia.
- We employ two therapists who come in to school to support the emotional needs of children either individually or in a group. We also have access to the Trowbridge Collaborative Schools Counsellor and the Collaborative Schools Educational Psychologist.

- We regularly attend the Trowbridge Inclusion Forum where we can discuss a child's needs with a range of other services including Educational Psychology, other schools, Behaviour Support, Social Care, Police, Child and Adolescent Mental Health, Youth Offending Team etc…

Contact details for raising concerns
If you have any concerns the first point of contact is your child's class teacher.
If you would like to speak with the SENCO (Rhiannon Purnell) you can call the school office on 01225 776886 or you can use the following email address: senco@walwaynecourt.wilts.sch.uk

Complaints about SEND provision
Complaints about SEND provision in our school should be made to the SENCO/Headteacher in the first instance. They will then be referred to the school's complaints policy.
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 of support services for parents of pupils with SEN
Wiltshire SENDIASS provide free, confidential and impartial information, advice and support to parents of children with SEND.
Website: *Welcome to Wiltshire SENDIASS | KIDS*
Telephone: 01225 255266.
Email: wiltshiresendiass@kids.org.uk

Monitoring Arrangements
This information report will be reviewed by Rhiannon Purnell (SENCO) **every year**. It will also be updated if any changes to the information are made during the year.
It will be approved by the governing board.

This policy links to our policies on:

- Accessibility Plan
- Behaviour
- Equalities Objectives
- Anti—Bullying Policy
- Medical Conditions Policy

Wiltshire Local Offer:

- https://www.wiltshire.gov.uk/local-offer