



Walney School – Local Offer

2023 - 2025

Question	Prompt	Answer
<p>How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?</p>	<p>How do you identify children/ young people with special educational needs?</p>	<ul style="list-style-type: none"> • From Key Stage 2 SATS results and Teacher assessments • Through information from parents • Through diagnostic tests undertaken on entry at Year 7 <ul style="list-style-type: none"> ○ Reading - GL Assessment NGRT ○ Numeracy – GL Assessment ○ Social, emotional and behavioural skills – GL assessment PASS • Through further diagnostic testing, where appropriate: <ul style="list-style-type: none"> ○ Reading – YARC ○ Numeracy - ○ Processing - • Through monitoring of progress by all teachers, in all departments • Through monitoring of attendance • Through monitoring of incidences of negative behaviour • Through bi-weekly SEND team meetings • Through weekly pastoral team meetings, attended by form tutors, Heads of Year and TAs • SENDCO is available to meet parents and discuss their concerns at any point in the academic year.
	<p>How will I be able to raise any concerns I may have?</p>	<ul style="list-style-type: none"> • Concerns should be raised with your child’s Form Tutor in the first instance, who will liaise with the Head of Year. • Meetings can also be arranged with the SENDCO. • The SENDCO attends Parents evenings, where parents can discuss their concerns.
<p>How will school staff support my child/young person?</p>	<p>Who will oversee and plan the education programme and who will be working with my</p>	<ul style="list-style-type: none"> • The SENCO is responsible for: <ul style="list-style-type: none"> - co-ordinating SEND provision for pupils. - liaising with, advising and providing relevant training for teachers and TAs - liaising with parents of pupils with SEND

	<p>child/young person and how often?</p>	<ul style="list-style-type: none"> - liaising with external agencies including the educational psychology service, other schools, health and social care professionals, and independent or voluntary bodies - ensuring SEND Support Plans are written and that reviews take place. <ul style="list-style-type: none"> • The level of intervention a student receives is dependent on level of need. Students with an EHCP will be assigned a key worker at the start of year 7 or on entry. The key worker tends to stay with that child throughout schooling, unless circumstances change. Key workers and other TAs working with the student will be responsible for monitoring the day-to-day support for the child, liaising with class teachers and the SENDCO.
	<p>What will be their roles?</p>	<p>Teaching Assistants are responsible for:</p> <ul style="list-style-type: none"> - supporting students to access the curriculum - assisting the implementation of adaptive teaching approaches and specialist support strategies in the classroom - helping students to develop effective ways of becoming independent learners. - liaising with subject teachers / Heads of Year / the SENDCO if there are any concerns regarding a student's academic progress/emotional and social development. - Delivering support for learning through homework club. - Keeping comprehensive records of meetings with students and their progress against targets - Maintaining regular contact with parents - Reviewing and updating Student Passports at least termly - delivering specific SEND programmes outside of the classroom in a 1:1 or small group setting, where appropriate.

	<p>How are the setting/school/ college Governors of Trustees involved and what are their responsibilities?</p>	<ul style="list-style-type: none"> • The governing body at Walney School elects a designated person who has oversight of the school's arrangements and provision for monitoring SEND, including the necessary adaptations to meet the needs of all students in the school. • The governor meets regularly with the SENDCo to discuss student support and progress. • The governor for SEND ensures that the full governing body is kept informed of how the school is meeting the statutory requirements. The SEND Governor liaises with the Head Teacher and meets with the SEND Team on a regular basis to discuss all aspects of SEND development and review.
<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>What are the school's approaches to adapting the curriculum? How will that help my child/young person?</p>	<p>Each subject curriculum is planned and sequenced to build on students' prior learning, so that new knowledge and skills connect to what has previously been learned and build towards clearly defined end points.</p> <p>Teachers have been trained to focus on key priority areas to maximise learning for all pupils, particularly those with special educational needs. During lessons, teachers should:</p> <ul style="list-style-type: none"> - Talk less. - Scaffold work - Use visual aids. - Model - Speak aloud when modeling. <p>In addition to this, other approaches are used:</p> <ul style="list-style-type: none"> - Before lessons, teachers pre-empt misconceptions and areas individuals are likely to find difficult and liaise with TAs about this. - During lessons, teachers support pupils to remember content through consistent use of retrieval practice.

		<p>All students, regardless of the extent of their SEN are taught alongside their peers as much as is practically possible. Teaching classes are taught in mixed ability groups and in ability sets for Maths and science. Where appropriate and if required smaller classes have been used to support students with SEN support. Class teachers work hard to create adaptive teaching approaches in lessons. Teaching Assistants liaise regularly with the subject leader.</p> <p>Where pupils are not mastering content in weekly quizzes, teachers liaise with TAs so that students can receive additional support during lessons, at intervention sessions and at homework club.</p> <p>Where students are not reading at their chronological age and are scoring below 85 in standardised assessment scores, they receive additional reading intervention support in the following ways, according to their needs:</p> <ul style="list-style-type: none">- Participation in timebound reading intervention programmes such as Lexonic or IDL- Participation in reading programmes, such as the tutor led reading programme.- Additional support in discrete reading lessons
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<p>How will I know how my child/young person is doing and how will you help me to support my child's learning?</p>	<p>In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? How does the school know how well my child/young person is doing? How will I know what progress my child/young person should be making?</p>	<p>You can contact your child's teachers at any time through Edulink, if you are concerned about their progress / welfare. You can also contact the SENDCO in this way to discuss your child's needs.</p> <p>The support we provide for SEND students is assessed and reviewed through the ADPR Graduated Response Approach, which consists of the four-part process below:</p> <ul style="list-style-type: none"> • Assess • Plan • Do • Review <p>This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.</p> <p>Evidence of students' progress in learning or improvements in their behaviour will be assessed by:</p> <ul style="list-style-type: none"> • Progress is continually monitored by class teachers, through questioning and retrieval practice. • Regular retrieval practice activities and analysis of progress against 80% target in End of Unit Assessments • Short term achievable targets are set through key worker meetings (or during annual review meetings for those students with EHCPs). Progress against these targets and expected outcomes is monitored termly. • Standardised testing through GL Assessment progress tests are carried out throughout the year, 3 times for reading and once for maths and science. • Where targeted intervention programmes are used, pre and post tests are used to indicate impact. • Records and evidence of the child's progress towards improving behaviour is analysed. • Discussion at an appropriate level with the child about their progress. • Discussion with parents about the child's progress. • Discussion with outside agencies about the child's progress.
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	<p>Do you offer any parent training or learning events?</p>	<p>Parent training events are offered and are dependent on take up and need. At these sessions you may be given advice on supporting your child with revision strategies, curriculum content or dealing with particular skills.</p> <p>We also offer parent meetings at key transition points, such as KS3 to 4, to discuss your child's individual learning journeys and how to best move forward.</p> <p>In addition to this, we regularly provide information about local training events, offered by the Local Authority and other providers.</p>
	<p>What is the pastoral medical and social support available in the school for children with SEND?</p>	<p>We support students with medical needs, so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.</p> <p>A student's medical needs are made known to school staff through the provision of a Health Care Plan if this is appropriate (following the DfE 2014 Guidance for supporting pupils at school with medical conditions). Medical cards are also issued to students with clear guidelines for dealing with medical issues. Emergency contact details are also identified clearly on the medical cards.</p> <p>The school's policy on medical needs can be found on each school's website.</p>
	<p>How does the school manage the administration of medicines and providing personal care?</p>	<p>Our TAs are trained in the administration of medicines and the provision of personal care. We have a wealth of experience dealing with medical issues.</p> <p>Following the 2014 Statutory Guidance on Supporting pupils at school with medical conditions, there is a policy for administration of medication in school. There is provision for medication to be stored safely in a locked cupboard and a procedure to be followed on administration of said medicine.</p> <p>The school also has staff who are trained in lifting and handling of students and can provide support with personal care. There is a Clo-omat toilet in school to support</p>

		<p>independent toileting and the school has both fixed and portable hoists for moving students as required. There is a shower bed and shower unit for personal hygiene should this be required.</p>
<p>What support will be there for my child's overall well-being and SEMH needs?</p>	<p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p>	<p>Through liaison with the pastoral team, we are able to offer a lot of support for students' wellbeing and SEMH needs.</p> <p>The school's mental health lead practitioner is located in the Pupil Support Unit. From here, the Wellbeing Hub will offer a range of interventions to support students:</p> <ul style="list-style-type: none"> - 1:1 sessions - Wellbeing groups - Social skills groups - Referrals to outside agencies, such as Barnardo's, Women's Community Matters <p>Students meet their key workers at least weekly and are encouraged to talk to them or other trusted adults if they have an issue. They also have access to the Pupil Support Garden during unstructured times and access to a range of lunchtime clubs and activities. The Pupil Support Unit also offers homework club on a daily basis.</p> <p>The pastoral team meets on a weekly basis to discuss issues regarding pastoral and social support for all students, including those with SEND and to seek to put appropriate interventions in place.</p> <p>Students with complex needs have a Behaviour Management plan where that is appropriate. These outline strategies which should be undertaken with individual students to support their behaviour. As far as possible, school does avoid the use of exclusions for students with SEND and alternative sanctions are often put in place. Reasonable adjustments are put in place to ensure equitable approaches to sanctions.</p> <p>To secure specialist support the school also liaises with a range of outside agencies:</p>

		<ul style="list-style-type: none"> • Specialist Advisory Teachers • Educational Psychologists • Occupational therapists • Physiotherapists • Speech therapists • Children’s Social Care • Child and Adolescent Mental Health Services • Organisations such as Barnardo’s, SAFA, Birchall Trust <p>Students also have access to the well-staffed Pupil Support Garden at unstructured times and to breakfast club, homework club.</p> <p>There is also a range of lunch time and afterschool clubs available for students to access.</p>
	<p>How will my child/young person be able to contribute his or her views?</p>	<p>Students are regularly encouraged to talk to their key worker or other trusted adult if they have an issue. Students with an EHC Plan are always invited to their Annual Review meetings and prior to the meeting they discuss their contribution to the meeting with their key worker, including the review of their SEN Passport. Students also review their SEN Passport with their keyworker termly.</p> <p>Students are also invited to share their views on SEND provision in school each academic year. The results are published on the school website.</p>

<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Are there specialist staff working at the school and what are their qualifications?</p>	<p>Our special educational needs co-ordinator (SENDCO), Mrs Vicky Niblo, has been in post since September 2022 and has been Assistant Headteacher at Walney School since 2016. Mrs Niblo has over 20 years' experience working with a range of students, with varied needs. She has undertaken a number of different roles in schools, including teacher of English, Subject Lead for PSHE and Citizenship, Head of Year, Head of English and line manager for SEND. She achieved the National Award in Special Educational Needs Co-ordination in January 2023.</p> <p>Higher Level teaching Assistant (HLTA) Our Higher-Level Teaching Assistant is Mrs Joanne Keenan. She has 18 years of experience, working in both the primary and secondary sector. She has worked with KS3 and 4 students for the past 15 years and has experience of working with students with ADD/ADHD/ASC/SpLD and behavioural difficulties. in this role and has worked with a range of students with varying needs. Mrs Keenan has a particular interest in photography, which she delivers to SEND groups at GCSE and she also works with small groups, providing opportunities for personalised learning opportunities and pre and over learning.</p> <p>Teaching assistants (TAs) We have a team of Senior Teaching Assistants and Teaching Assistants who deliver SEN provision. They support students in and out of the classroom and act as Key Workers for students at school. They are often the first point of contact for students. TAs are given resource time during the school day, during which time they plan support for students and access a range of training opportunities.</p>
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	<p>What other services does this school access including: health, therapy and social care?</p>	<p>To secure specialist support the school also liaises with a range of outside agencies:</p> <ul style="list-style-type: none"> • Specialist Advisory Teachers • Educational Psychologists • Occupational therapists • Physiotherapists • Speech therapists • Children’s Social Care • Child and Adolescent Mental Health Services • Organisations such as Barnardo’s, SAFA, Birchall Trust
<p>What training is the staff receiving or have completed to support children and young people with SEND? <i>(This should include recent and future planned training and disability awareness)</i></p>	<p>Detail staff development and access to training and when this is reviewed and refreshed.</p>	<p>All of our teachers receive in-house SEN training and updates. They are supported by the SENDCO to meet the needs of pupils who have SEN and their knowledge and understanding of the students they work with is invaluable in the SEND review process.</p>

<p>How accessible is the school environment?</p>	<p>Is the building fully wheelchair accessible?</p> <p>Have there been improvements in the auditory and visual environment?</p> <p>Are there disabled changing and toilet facilities?</p>	<p>The layout of all areas allows access for all pupils:</p> <ul style="list-style-type: none">• Internal classrooms, the library and other spaces are all wheelchair accessible.• Door frames are not all the correct width, but wheelchair users can access all classrooms despite this. The new build is fully DDA-compliant.• Some classrooms are not large enough to accommodate wheelchairs without moving furniture to allow for access. However, all the classes in the New Build and in the Pupil Support Department are much larger and more accessible.• An external lift allows wheelchair and mobility access between the buildings. However, it does have some issues regarding reliability – which are under constant support from the provider engineers.
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	<p>How does the school communicate with parents/carers whose first language is not English?</p>	<p>For parents whose first language is not English we use the County Translation service or another appropriate adult as a translator.</p> <p>We have an EAL coordinator at school who works closely with students with EAL and offers additional support for learning, through literacy sessions and regular check in meetings.</p>
<p>How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?</p>	<p>What preparation will there be for both the school and my child before he or she joins the school?</p>	<p>Walney School liaises closely with Feeder Primaries.</p> <p>The SENDCO runs a comprehensive transition package including:</p> <ul style="list-style-type: none"> • Regular visits to primary schools • Assemblies delivered to primary schools. • Pupil visits to Walney School • An enhanced programme of support for SEND students and those experiencing anxiety about the transition to secondary school. • Transition days, which include a range of lesson experiences and opportunities to experience school life. • 1:1 parent meetings with members of staff in school • Tours, on request • Summer School, run by the PSU. <p>The school SENDCO also attends year 5 and year 6 annual review meetings and liaises with the Primary SENDCOs regarding the needs of students.</p>

	<p>How will he or she be prepared to move onto the next stage (transition)?</p> <p>What information will be provided to his or her new school?</p> <p>How will you support a new school to prepare for my child?</p>	<p>School regularly liaises with Inspira, the local careers service, to support students who are moving on from year 11.</p> <p>The local colleges are also invited to Annual Review meetings.</p> <p>A range of visits to local colleges are arranged as part of the school's comprehensive careers offer. Additional visits can be arranged through the PSU to support transition.</p> <p>Information is passed onto any school to which a student transfers.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>How are the school's special educational needs budget allocated?</p>	<p>For students with an EHCP we allocate resources following those laid down in the EHCP. These resources may include, but not be limited to in-class support, small group work, alternative curriculum or support during unstructured time.</p> <p>Further interventions for students who do not have an EHCP may include small group work, work in the Engagement Centre, access to shared in class support. These are available for short term blocks and are based on a review process of effectiveness for individuals.</p>

<p>How is the decision made about what type and how much support my child will receive?</p>	<p>In the decision-making process who will make the decision and on what basis?</p> <p>Who will be involved?</p> <p>How will I be involved?</p> <p>How does the school judge whether the support has had an impact?</p>	<ul style="list-style-type: none"> • Decisions about the support a student needs depend on the type and level of need of the student. The school tries to work from the needs of the student and looks at how these can best be made. However, all decisions must take into account all the learners in the classroom. • Decisions are made by the Pupil Support Department team, alongside, where appropriate, relevant members of school staff (Head of Year, SLT), specialist support agencies, parents and students. • Parents are invited to review meetings. They are also informed when a student has been invited to join an intervention group, with contact details to discuss the group with the relevant member of staff. Parents can always contact school through the usual channels if they think their child may benefit from one of the interventions on offer. • Depending on the nature of the group, relevant data such as attendance, behaviour incident logs, progress data from lessons and reading and spelling ages is monitored to measure the impact of the intervention. • Progress meetings. • TAC / TAF meetings.
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