

SEND Information Report



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1.Key Contacts

SENDCO: Mrs L. Berry

SEND Governor: Mrs A. Jackson

Headteacher: Mrs C. Rigg

Contact: 01472 822419

2. Whole School Approach

At Waltham Leas Primary Academy every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND). We endeavour to support all pupils with SEND and provide personalised quality first teaching to pupils with needs in all categories of SEND; Cognition and Learning; Communication and Interaction; Physical and Sensory, and SEMH needs.

3. Definition of SEND

According to The 0-25 Special Educational Needs and Disability Code of Practice (2014), a child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

At Waltham Leas Primary Academy, we have high aspirations of all children and believe every child can make good or accelerated progress, through secure relationships, Quality First Teaching and targeted support. We build on children's strengths to support their areas of need. Underpinning all our provision in school is the **Graduated Approach** cycle of:



4. How does Waltham Leas Academy identify and assess the needs of pupils with SEND?

- The SENDCo will liaise with previous schools/settings to gain information about a child's strengths and needs.
- The Academy aims to identify children with SEND as early as possible so that targeted provision can be implemented.

- We have open communications with pupils, parents and carers to raise and address any concerns
- Pupil progress is monitored carefully through observations, assessments and termly Pupil Progress Meetings with teachers, Year Group Leaders, SLT and the SENDCo
- The advice and expertise of external agencies are sought when further support or guidance is required
- Academy staff liaise with Children's Social Care when a child and their family is receiving Child in Need (CIN) or Child Protection (CP) level support

5. How does Waltham Leas Academy support and review the needs of pupils with SEND?

- Pupils with SEND will have their learning and support personalised to meet their needs. This may be through differentiated teaching, adapted resources and use of ICT equipment, such as iPads and/or laptops to record learning and to access specific learning programme and apps. They may receive additional support and/or take part in specific interventions on an individual or small group basis. These interventions are monitored by the class teacher and SENDCo.
- Children may be screened for dyslexia and scotopic sensitivity by Lyn Arnold, an educational consultant commissioned by the school. Although Mrs Arnold cannot diagnose dyslexia, she can assess if children may be at risk, following interventions within class to rule out learning gaps.
- The Academy uses the Local Authority Small Steps Assessment statements for pupils who are working at a level at least one year below their chronological age. Progress is monitored and analysed each term during Pupil Progress Meetings.
- The Government's Ready to Progress steps are used in maths to support specific learning gaps for those pupils not on Small Steps.
- We encourage pupils to be active participants in sharing what helps them to learn best, setting their targets and subsequent provision and reviewing their progress.
- Parents and carers are invited to termly review meetings where their child's targets and provision is collaboratively formulated and discussed as part of the Graduated Approach. Children are encouraged to be present in these meetings. Copies of the discussions had and updated support plans are shared with parents/carers.
- We support children and families through referrals to the Neurodevelopmental Service (previously known as the Access Pathway), and where appropriate, investigate a possible diagnosable condition such as Autistic Spectrum Condition (ASC) or Attention Deficit Hyperactivity Disorder (ADHD)
- We will work with parents/carers to apply for an EHCP where a child has severe or complex needs that require significant additional support to that already in place through the Graduated Approach.

6. How does the academy support pupils with Social, Emotional and Mental Health (SEMH) needs?

- The Restorative Approach is used throughout the school. The school has a Behaviour Policy which has been shared with all staff, governors, parents/carers and pupils.

- Each class has a wellbeing display within the classroom where pupils are able to communicate their feelings. Adults within the classroom will follow up any concerns at the earliest opportunity.
- All pupils from Year 1 onward complete 'The Four Houses' activity where children are encouraged to share their positive experience or worries they may have at home and in school to identify and support individuals who may need additional support. Parents are made aware when The Four Houses activity will take place and of any issues or concerns that arise.
- Miss D. Sankey, Pastoral and Safeguarding Lead, provides support to children and their families with social and emotional needs on a 1:1 or small group basis. This support may take the form of individual sessions or a block of support depending on the need.
- Additional measures such as Positive Behaviour Plans and adaptations to the behaviour policy can be implemented in order to meet individual pupil's needs. Children are carefully monitored and provision revised, where necessary. Parents are kept informed if children need additional support and measures are implemented on a time-limited basis as much as possible.
- Referrals can also be made by the Pastoral Lead and SENDCo, where appropriate, to outside agencies such as Compass Go, Fortis, Young Minds Matter and Early Help. This is supported by the wider Leadership Team including the Headteacher, Deputy Head and Year Group Leaders. Individual pupils may have bespoke 1-1 or small group programmes with these external agencies.
- Attendance is closely monitored and parents/carers contacted on each day of absence if the Academy has not been made aware of the absence. The Academy commissions the support of Attendance Matters (Education Welfare Officers) to support pupils and their families to achieve and maintain appropriate levels of school attendance. The views of pupils are obtained via the school council where each class is represented by two children.
- Nurture support is available in The Dome at lunchtimes for pupils who require a quieter space.
- On rare occasions, some children may need additional supervision and support during break and lunch times to support their SEMH needs. This is implemented on a case-by-case basis and almost always after many other strategies have been tried.

7. How will I know how my child is doing?

- Parents/carers are invited to attend termly SEND reviews. If a child has an EHCP, one of these termly reviews will be to formally review their EHCP and inform the Local Authority of progress and any amendments that are necessary. The SEND reviews are in addition to the twice-yearly Parent Consultation Evenings and end of year report that all pupils are entitled to. These reviews enable teachers and parents/carers to discuss the child's targets and progress, and amend provision or seek external support, if required.
- Parents/carers may request additional meetings with the class teacher and SENDCo if they are concerned. The class teacher should always be the first point of contact.
- Children who are at SEN Support level and are working below expected levels for their year group are tracked using The Small Steps assessments appropriate to their level of attainment.

8. How is transition to a new key stage or school supported?

- Before children join our school, the Foundation Stage Teachers and SENDCo meet all children and liaise with the child's previous setting to gain as much information as possible. Children

are invited into school several times before they start and pupils with additional needs can take advantage of extra sessions.

- When children are due to transition to a new year group or key stage, pupils with SEND are visited in their current classroom by their new teacher. Pupils are also able to visit their new class to become familiar with its location in school and its layout. The new teacher attends the child's summer Pupil Progress meeting. In addition, pupils have two transition days to visit their new class. There is a smooth handover of intervention and learning records with the current and new teacher and the SENDCo. Parents are also given the opportunity to meet their child's new teacher.
- Before pupils transfer to secondary school, the SENDCo and class teachers provide detailed information about every child to their new school. Children have the opportunity to visit their new school for taster days and many secondary schools provide additional days for pupils with SEND. In addition to this, many local secondary schools visit children in their setting to introduce themselves before any visits take place. Children who have an EHCP will have their annual review scheduled in good time for the Local Authority application window and their preferred school will be invited to their HCP review. These review sessions may be called early to ensure adequate time is given to consult with the named secondary schools. These reviews typically take place in July of Year 5 or September in Year 6.
- **All** pupils' paper files and electronic records are passed on to their next school. This includes when moving at typical points, such as from Year 6 to secondary school and also in-year transfers e.g. if a child changes schools because they have moved house. Waltham Leas Academy do not retain any paperwork or files relating to pupils with SEND.
- Where children move in-year to Waltham Leas, all records are requested. Additionally, the SENDCo will make contact with the SENDCo from the previous setting where the child has SEND to discuss current targets and provision to support a smooth transition.

9. What training have the staff supporting children with SEND had or having?

Staff have received training in the following areas:

- Providing a communication friendly learning environment
- Graduated Approach training
- Autistic Spectrum Condition (ASC) and Attention Deficit Hyperactivity Disorder
- Dyslexia
- Irlen Syndrome
- Deaf Awareness
- Restorative Approach
- Relational Approach
- Widgit, Wellcomm and Makaton communication tools
- Foetal Alcohol Spectrum Disorder (FASD)
- In addition, staff receive training depending on what is required for individual children e.g. Downs Syndrome training.
- The SENDCo takes part in regular training based on the needs of our pupils and shares this with the adults in school each term.

10. How is the building and learning materials made accessible for pupils with SEND?

- The school building is wheelchair accessible and has several disabled toilets.
- Both school halls have a Soundfield System to support hearing impaired pupils.
- Radio systems are used in classrooms to support pupils who are hearing impaired. These are regularly checked by the Local Authority Teacher for the Hearing-Impaired.
- Resources are enlarged for pupils with visual impairments. Provision is regularly monitored and amended, if necessary, the Local Authority Teacher for the Visually-impaired.
- Resources to support pupils with physical disabilities are sourced, where applicable. Specific current examples include Kaye Walkers, large easels, specially designed scissors, and rulers, and the use of IT to support recording.
- More details can be found within the Academy's Accessibility plan and policy

11. How are pupils included in extra-curricular activities outside the classroom, including trips?

- All pupils with SEND are able to access extra-curricular activities and the school assists individual pupils on a needs-led basis.
- All possible reasonable adjustments are made to ensure pupils with SEND have an equal offer.
- Pre-visits are conducted and detailed risk assessments implemented before school visits to take place to ensure their suitability for all pupils including those with SEND.
- Where there are possible difficulties, parental and specialist advice is sought so that pupils with SEND are not at a disadvantage.

12. The Local Offer

The Local Offer details all of the support and services available to children with SEND and their families. The Local Offer can be accessed by clicking on the link below.

<https://sendlocaloffer.nelincs.gov.uk/>

13. How do I make a complaint?

We want all our pupils and their families to feel happy and supported by all members of staff and the provision available within our academy. We would always advise early contact to be made if you are unhappy about any aspect within the academy so that these can be resolved. If this does not rectify the issue, a formal complaint can be raised and the Complaints Procedure is available on request from the Academy office and can be accessed on the school website:

<https://walthamleas.net/>

14. Other relevant policies and documentation that should be read in conjunction with this report:

- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour Policy
- Accessibility Plan and Policy
- Complaints Procedures

Policy updated: March 2025

Review due: March 2026