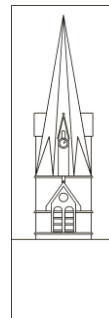


SEN Information Report September 2025

Higher Walton C of E Primary School



Higher Walton C of E Higher Walton C of E Primary School and Nursery is a small school with mixed classes. Our school vision is '**Life in all its fullness (John 10v10)**'. We aim to provide a rich and inclusive curriculum within a family atmosphere. As a small school, we are fortunate to develop strong relationships with our families and good communication within our staff team. We aim to identify additional needs early and work closely with external agencies to provide this support necessary to ensure all our pupils thrive and enjoy their learning.

Our Special Educational Needs/Disabilities Co-Ordinator (SENDCo) is Mrs Jacqueline Noblet. Please ring school on 01772 335945 if you would like to arrange a meeting or email on deputy@walton.lancs.sch.uk

At Higher Walton CE Primary School we aim to:

- meet the needs of the whole child
- build pupil confidence
- remove barriers to learning
- raise pupil self esteem
- develop pupil independence
- develop positive relationships with pupils and families

How does Higher Walton C of E Primary School know if my child needs extra help?

The progress of all children is tracked and monitored on a termly basis. This enables early identification of children who are failing to make progress. We follow a graduated approach of

- assess - information is gathered
- plan - support and interventions are agreed
- do - support and interventions are implemented
- review - impact of support/provision is reviewed and revised

We monitor progress all of our learners and this includes regular pupil progress meetings and tracking of internal data. Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nursing team will also train staff for any specific need.

Our SEND profile for 2024-2025 shows that 21% of children identified as having SEND.

This percentage is made up of the following groups:

- 40% of these children are identified as having SEND linked to Cognition and Learning as the main category of need (including maths, reading, writing and spelling etc)
- 45% of these children are identified as having SEND linked to Communication and Interaction as the main area of need (including ASD, speech and language, difficulties and problems with social interaction)
- 10% of these children are identified as having SEND linked to Social, Emotional and Mental Health as the main category of need (including ADHD, anxiety, depression and behavioural difficulties)
- 5% of these children are identified as having SEND linked to Sensory/physical as their main category of need.
- 7% of our school population have an Educational Health Care Plan

What should I do if I think my child may have special educational needs?

Please mention your concerns to the class teacher as soon as possible. The class teacher will share these concerns with our SENDCo who will offer advice and complete observations. Class teachers will be asked to complete a cause for concern form.

An Individual Education Plan may be written to provide support for the child. This would be discussed and shared with the child and parent.

Outside agencies may be approached for advice eg Inclusion Service, GHIST, Speech and Language therapists, specialist teachers or Educational Psychologist.

In the case of children with medical needs, specialist support, equipment and training is provided by The Inclusion Service, Occupational Therapists and NHS (School nurse, Diabetes Nurse etc.)

How will I know how my child is doing?

At Higher Walton CE Primary School, reviews are held annually for children with Educational Health Care Plans. This is an opportunity for parents, pupils, staff and outside agencies to meet and review the provision being offered by the school.

Individual Education Plan reviews take place when necessary. All of the Individual Education Plans for our SEND children are reviewed termly and parents can contribute to evaluations and setting new targets. IEP targets are monitored and plans are evaluated. Progress is monitored for each child individually. Termly progress reviews are held for reading, writing and maths. Where pupils are making less than expected progress, reasons are considered,

provision evaluated and interventions put in place if necessary. Parents are invited to meetings throughout the year to discuss progress.

Our tracking system tracks progress and provides data monitoring pupils with SEND.

How will my child's needs be identified and the learning and development provision matched to their needs?

The SEND Code of Practice (0-25) 2014 defines a child as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

It identifies four areas of SEND

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical

Communication and Interaction

Pupils in this category have speech, language and communication needs (SLCN) which makes it difficult to communicate with others. This may be because they have difficulty saying what they want to understanding what is being said of them or they do not understand or use social rules of communication.

Pupils with Autistic Spectrum Disorder, who are likely to have particular difficulties with social interaction, may belong to this category.

Cognition and Learning

Support for learning difficulties may be required when pupils learn at slower rates than their peers, even with appropriate adaptations.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental coordination disorder.

Social, Emotional and Mental Health difficulties

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Other pupils may have disorders such as attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or physical needs

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities.

The Code of Practice (0-25) 2014 also comments that the support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all by using well evidenced interventions targeted at their areas of difficulty.

A child's needs will be identified through observations, discussions with the child/parents and by taking advice from outside agencies when necessary. Each child's education will be planned for by the class teacher.

The Code of Practice goes on to say that the SEN Support should take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes .

Children will only be placed on the SEND register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities provided at our school.

At Higher Walton CE Primary School, the Senior Leadership team monitor the teaching & learning in every class. Provision for children with SEND is an important part of this monitoring. Teachers should make adaptations in order to remove barriers to learning and to support children with SEND. Often, simple provisions can make a difference to learning e.g. pencil grips, seating position, visual aids, additional processing time etc. This Wave 1/Universal Provision is part of quality first teaching. Teachers are also responsible for making provision within the classroom which targets 'gaps' in learning.

Teachers should plan interventions to allow children to 'catch up' with their peers. These interventions are usually done in small groups and are aimed at children who can catch up with their peers within a short time frame. This Wave 2/Targeted Provision may take place as part of classroom learning or as a withdrawal intervention, away from the classroom.

Children with SEND may require 1:1 support to address their needs. This Wave 3/Specialist Provision may take place as part of classroom learning or as a withdrawal intervention, away from the classroom. Any 1:1 support is aimed to support those children with more complex needs, usually those with an Education, Health & Care Plan. This support is to enable the child to become independent within the classroom/school and aims to support with organisational skills, learning behaviours, emotion regulation, communication and concentration/focus. 1:1 support will not usually be full time; this allows the child to practise their independence for gradually increasing periods of time.

What support will there be for my child's overall well-being?

At Higher Walton CE Primary School we recognise that some children may have additional emotional and social needs that need to be developed and nurtured. Our staff have experience supporting children's emotional needs. We have established nurture groups in order to meet the emotional needs of our children. The whole school follows a structured PHSE (Personal, Health and Social Education) programme for children to support this development. The SENDCo will make referrals through external agencies for support eg play therapy when a need is identified.

What training have the staff who support children with SEND had?

Our staff specialisms/expertise in SEN and disability include:

- Dealing with challenging behaviour
- Supporting children with autism
- Nurture groups
- Supporting children who are hearing impaired
- Supporting speech and language
- Supporting children with moderate learning difficulties
- Supporting children with specific learning difficulties

Other training has included:

- Dyslexia
- Attachment disorder
- Anxiety disorders
- Caring for vulnerable children
- Mental health and supporting wellbeing
- ACES(Adverse Childhood Experiences)

How will you help me to support my child in their learning?

When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account. This may be through:

- Informal discussion with staff
- Teacher and child meetings
- Teacher and parent meetings
- Review meetings, including outside agencies where appropriate
- Informal meetings and discussions

How might my child be included in activities outside the classroom, including school trips?

At Higher Walton C of E Primary School we have a breakfast and after school club on site, available to all pupils. Parents are signposted to holiday clubs.

Lunchtime activities are arranged half termly providing a range of activities for all children. Sport activities include rugby, cricket, athletics, tennis, football, netball and hockey. We also have a lego club and lunchtime games club. Some clubs are planned specifically to target certain children eg clubs to target confidence, physical and social skills

- They are all free of charge and available to all in designated age range.
- After school activities are organised by staff and where needed, additional support would be provided.

All our clubs and activities are offered to all in designated year groups. Lunchtime play leaders monitor updates of lunch clubs and encourage participation.

We have mixed-age classes where older role models can show children routines etc. We plan PHSE lessons/discussions based on friendship and Nurture group/lunchtime buddy work is arranged if/when necessary.

All children are included in all school trips and visits supported by TA's if necessary.

How accessible is the school environment?

In order to support our SEND children, visual timetables are used in classrooms and resources are stored at the appropriate level along with picture cues. Consideration is also given to the presentation of activities eg the colour of power points /paper/font being used, modelling of activity, success criteria shared as a prompt

Our furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Equipment is provided to develop fine motor skills where necessary.

Our ICT equipment includes headphones, laptops, iPads, interactive whiteboards. The Code of Practice (0-25) 2014 states that the school should provide specialist equipment and software. Specialised equipment is used where appropriate eg ear defenders, specialist seating, writing slopes, pencil grips. Our school will take advice from specialist teachers/agencies to provide the equipment recommended.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We have a small school family atmosphere at Higher Walton CE Primary School, where children quickly get to know everyone and feel part of the school. Staff monitor new children and ensure they are settling. We organise pre-school sessions for reception children so they can meet staff and peers. Meetings are held with parents to answer any questions. 'Getting to know you' questionnaires are completed with children to help staff respond well to children during their first few days in school.

New children to school are given a 'buddy' to help them settle in and show them around.

If your child is joining us from another school:

- The SENDCo will undertake a pre-visit where appropriate or speak to the previous school's SENDCo
- If your child would be helped by a social story/book to support them in their understanding of moving on, one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records for your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.

In Year 6:

- Each year, pupils visit their forthcoming Secondary School for a taster day and also Secondary Teachers from the local schools visit to ease transition from Year 6 to Year 7.
- The SENDCo will discuss the specific needs of your child with the secondary school SENDCo.
- Children with SEND are sometimes offered extra taster sessions at their chosen secondary school.
- Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

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

- The school budget, received from Lancashire LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for SEND in consultation with the school governors, on the basis of the needs of the school.
- The money is used to provide additional support of resources dependent on individual needs.
- Additional provision may be allocated, after discussion with the head teacher and the class teacher at pupil progress meetings or Annual EHCP review meetings.
- The class teachers plan interventions each half term and discuss these at pupil progress meeting and intervention monitoring meetings.

How is the decision made about how much support my child will receive?

Through consultation with parents, teachers and support staff, and relevant external agencies, the level of support will be constantly reviewed in order to identify when and where additional support may be needed.

How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Visit <http://new.lancashire.gov.uk/children-education-families/>

What if I have a concern or a complaint?

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues, then the SENDCo and class teacher will work together with the parents to solve the problem. If the Headteacher is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEND Governor (Mrs Catherine Prince).

Who can I contact for further information?

Key Contacts

Headteacher	Mrs Vicki Clarke	01772 335945
SENDCo -	Mrs Jackie Noblet	01772 335945
SEND governor -	Mrs Catherine Prince	please contact via the school office