



Walton Hall Academy

SEND policy and Information report

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Nurture, Grow, Flourish

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1. Introduction

The Special Educational Needs Report is a mandatory requirement for schools to publish their plans and provision to ensure that children and young people with disabilities are able to access a full and relevant education without being disadvantaged or discriminated against in any way.

Walton Hall Academy SEN Report will draw upon and reference existing documents, policies and provision that describe how Walton Hall Academy meets its obligations with regard to legislation, and ensures that all children and young people, irrespective of their disability, has access to a full and dynamic relevant and meaningful education curriculum, care and health support.

This policy is underpinned by several other policies and procedures followed by Walton Hall Academy. All key policies can be found on our website www.waltonhallacademy.org.uk

The Shaw Education Trust also has a SEND Policy, published on Walton Hall's website, that provides further information about Special Educational Needs and how they are supported across the Shaw Trust Academies.

Legislation and Compliance References

This report ensures compliance with the legislative requirements for SEN information reports, which are set out in [**schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014**](#) and [**paragraphs 6.79-6.81 of the SEND Code of Practice**](#).

2. School Context and Special Educational Needs Provision

Walton Hall Academy is a generic special school in Eccleshall, Staffordshire and is part of the Shaw Education Trust. We cater for students aged 11-19 with a wide range of learning difficulties and disabilities. We have a dynamic community of 216 learners with a dedicated, creative and forward looking staff team (September 2024).

Most of our students have a primary learning need of communication and interaction or cognition and learning. Many students across the school have identified needs in all four areas of special educational need (Communication and Interaction, Cognition and Learning, Social, emotional and mental health, Physical and/or Sensory). A high percentage of our learners have an Autism Spectrum Condition diagnosis.

Walton Hall is situated in a rural setting in Staffordshire. It is a unique academy with extensive grounds and outstanding vocational resources that make the "Walton Hall Experience" of education a very special one. These include a motor vehicle workshop, small animal farm, art gallery, forest school and music recording studio.

Walton Hall is also a residential school Monday - Friday. It has a 17-bed provision where learning can be continued beyond the school day with a life skills and social skills-based activity programme delivered by a skilled and nurturing residential staff team. Our residential provision supports up to 63 learners per week and places can be accessed through parental application (see residential admissions policy and statement of purpose available on our website for more information).

Further information regarding our school, its curriculum and the provision we offer can be found on our website: www.waltonhallacademy.org.uk

3. Admission arrangements for a placement at Walton Hall Academy

Walton Hall is a specialist provision designed to meet the needs of students with a vast range of learning difficulties or disabilities for whom a mainstream education may not be appropriate.

Students can only gain a place at Walton Hall Academy if they have an Education Health and Care Plan and through consultation with the local authority's SEND department.

The number of planned places at Walton Hall is agreed annually with the local authority. This can vary slightly year on year depending on our

capacity to meet the needs of our current population. Our planned admission number as of September 2025 is 213 places across all year groups. We are in excess of this figure and have no further spaces in any year group or pathway in school. Regardless of this, every consultation from the local authority is fully considered and responded to. If it is felt that the placement is incompatible with the needs of the child, the effective education of others, or the efficient use of resources, a placement would be declined.

Only in exceptional circumstances will we admit students over and above our planned admission numbers. These are as follows:

- a) Where an assessment is made that the nature of the child's condition and the circumstances in which the family find themselves, are so overwhelming that admission must take place
- b) Where the school is directed by a Tribunal or by the Secretary of State.

We can consider requests for places throughout the year, and are often planning the school roll a year ahead.

If you think Walton Hall is the right school for meeting the special needs of your child, you should contact your child's SEND keyworker. If you have any queries that you would like to discuss then please contact the school via the office email address office.wh@walton.set.org or call 01785 850420.

More information on admissions can be found in our Admission Policy on our website.

4. How do we identify and assess students with SEN?

All students on roll at Walton Hall Academy have an EHCP (Education, Health and Care Plan) stating their special educational needs, their intended desired outcomes and provision required for their needs to be met.

We offer a bespoke curriculum that is designed to meet the individual needs of each student as identified in their plan. Student progress is assessed against these desired outcomes and evidenced on Evidence for Learning as well as subject specific assessments in line with our school assessment framework (SOLAR and accreditation pathways).

Each year, students have an annual review of their EHCP. In this, we identify the progress that they are making towards their desired outcomes. We also look at setting new outcomes and short-term targets. If it is felt that a student's needs have changed, and that they are presenting with

needs in another area, then we ensure this is covered in the annual review documentation. This is often supported with additional assessments and reports, e.g. an educational psychologist report, a sensory integration assessment or reports from other external professionals and agencies.

5. Who is our special educational needs coordinator (SENCO) and how can he/she be contacted?

A named SENCO is not required in a specialist provision. All teachers and staff are trained in many areas of special educational need and have the expertise required to best support our young people. If you have any queries about your child, how they are being supported, or if you feel their needs have changed, please contact the class teacher or any of the named staff below. All staff are reachable on our school's main line – 01785 850420.

Julie Wood – Principal Julie.wood@walton.set.org	Laura Paget – Vice Principal Laura.paget@walton.set.org
Dawn Wall – Assistant Principal (Progress and attainment lead) Dawn.wall@walton.set.org	Vas Stamatelatos – Compliance Manager Vas.stamatelatos@walton.set.org

6. What is our approach to teaching students with SEN?

As an academy for children and young people with a range of special educational needs, our ethos is to provide outstanding learning opportunities for all our students irrespective of their learning difficulties or disabilities. We aim to provide every individual student with the best possible educational experience through an innovative, creative and progressive curriculum that enables them to become the best they can possibly be.

At Walton Hall we will NURTURE all our students enabling them to GROW holistically so that they can FLOURISH in their adult lives.

Students will leave Walton Hall prepared for their adulthood. They will be confident and resilient young people who will make valuable contributions to society.

We hope that through a personalised curriculum we can support every child to be successful, whatever their starting point; to be happy, confident and resilient; and to be well prepared for life beyond school.

We believe in mutual respect for all members of our learning community
We believe in supporting the whole family as well as the child.

We believe in engendering and enabling all members of our workforce to:

- develop and maximize their own potential
- innovate and create opportunities for our students
- be included in a professional and supportive environment
- aim for the highest of professional standards.

7. How do we adapt the curriculum and learning environment for students at Walton Hall?

Walton Hall Academy is a specialist provision for students aged 11-19 with special educational needs. As such, the curriculum is personalised to offer a wide range of learning experiences that are adapted to their needs.

Our students work in one of three pathways – Seekers, Explorers, Navigators. In each pathway, the curriculum and delivery styles differ so that all learners access education in a way that is appropriate to them. Regardless of pathway, the core principles of Nurture, Grow, Flourish are embedded. We teach and support our young people to enable them to be happy, confident, resilient and successful.

Walton Hall's Learning Pathways

Seekers



At Walton Hall Academy we offer a completely individualised creative curriculum for students in our Seekers pathway. This develops skills in all 4 key areas of need that are reflected in each student's EHCP including: communication and interaction, cognition and learning, social, emotional

and mental health, and physical and sensory.

We are committed to ensuring that our students fully immerse themselves in their learning, and work within a flexible framework that is responsive to their needs. Through a synergy of care and education it will enable all students to develop meaningful communication in a range of contexts, that will support them throughout their lives.

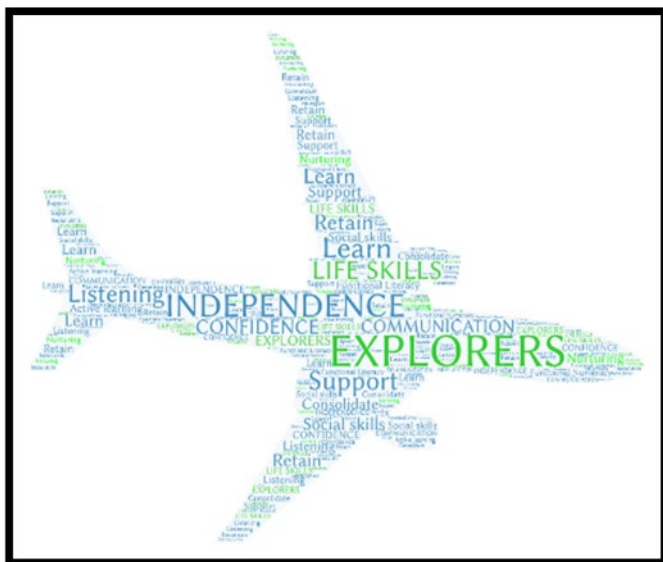
As student's progress through Walton Hall Academy we ensure that we build on meaningful progress and embed core skills. Our ultimate aim is to prepare students for life beyond school. We want them to be as independent as they can be, to develop self-care skills and to have the ability to live healthy and happy lives.

In key stage 3, we support each student to build the foundations for these skills through a themed topic approach to delivery. This delivery approach is continued as the student's progress through key stage 4 and 5, however the themes become increasingly focused on preparation for adulthood. Our themes are delivered through a range of multi-sensory experiences to stimulate engagement and interaction. Through structured sensory, repetitive and kinaesthetic activities our students are motivated to engage, experience, anticipate and participate in their learning. The opportunity to embed and practically apply the skills learnt in key stage 3 is essential as our young people move through the school.

Teachers of our Seekers pathway are encouraged to be always thinking why the chosen skill or learning matters to each individual student; what learning and using it means to them, and how we can extend this learning

in a meaningful way. This makes all the teaching and learning as purposeful and valuable as possible.

Explorers



At Walton Hall Academy we offer a creative curriculum to our Explorers learners that endorses building connections, problem-solving and building independence which is alive in every classroom. The Explorers curriculum at Walton Hall provides meaningful, fun and engaging learning opportunities which enable students to reach their full potential and to become as independent as possible. We

aim to enable all learners to communicate, think and problem solve in a range of contexts and lessons.

We support students in this pathway to develop their communication skills through encouraging them to listen to others and to engage in conversation with their staff and peers. We ensure that they are listened to by giving them the freedom to ask questions and communicate key information from home, the school day and topic related vocabulary. We ensure that we use a range of communication methods to enable all students to have a voice that is heard and valued by others.

Literacy and numeracy skills are developed through a variety of meaningful, engaging and practical lessons. These skills are further embedded in cross curricular topic themes to ensure over-learning, repetition and retention of skills and knowledge.

Explorers students are encouraged to take ownership in developing their independence, social and life skills and physical development through our Preparation for Adulthood curriculum. We provide them with the skills and knowledge that will enable them to keep themselves self and healthy in their future life beyond school.

All of the Explorers curriculum is delivered in a nurturing, purposeful and enjoyable environment by a consistent teacher and class team. High staffing ratios ensure that students receive a bespoke education and learning experience personalised to their needs and individual targets.

The Key stage 3 Explorers curriculum establishes the foundation of knowledge and skills that is built on as the student progresses through the school. The ultimate aim for these students as they progress into our Post 16 provision is to apply all of the skills and knowledge gained into a practical setting that will enable them to be prepared for supported living and supported employment as a young adult. This curriculum is designed to prepare students for independence and to enable them to become a valued and active citizen in their local community. For those that can, purposeful and relevant accreditation is completed with vocational options selected in key stages 4 and 5.

Navigators



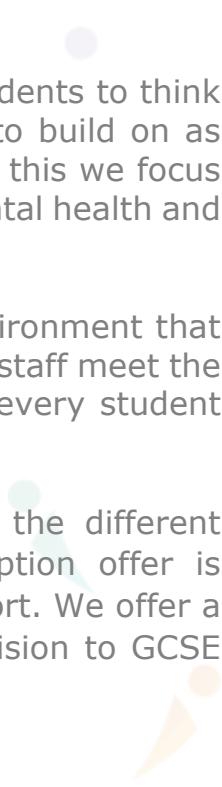
At Walton Hall we work collaboratively with our Navigator learners to ensure that they are delivered a curriculum that best fits their individual needs and prepares them effectively for their future destination. We aim to challenge our learners to be the best that they can be, ensuring that they leave us with confidence, knowledge and resilience as they progress onto further education or employment.

Through personalised learning we strive to unlock our students potential and maximise their progress. We want our

students to become healthy, safe, happy, successful and valued young people who make positive contributions to society.

In key stage 3, our curriculum offer is broad with the aim to develop skills, knowledge and understanding in many subject areas. We want our students to enjoy their education and to develop an intrinsic motivation to learn. Our curriculum offer is shaped as students move through the school depending on their key interests. In Key stage 4 and 5 students study a wide range of subjects, some that have been selected through our vocational option offer. In these years we aim to build on their key stage 3 foundations to complete both internal and external qualifications including Entry level, Level 1/2, BTECs and GCSEs.

In this pathway our curriculum offer includes: core subjects where basic skills and key learning is priority; subjects and courses that develop personal, social development and that prepare students for adulthood; and



a vast range of vocational options that aim to encourage students to think about future jobs and give them the skills and knowledge to build on as they enter further education or the world of work. Alongside this we focus on developing their resilience, their social, emotional and mental health and their coping strategies to manage life successfully.

Our school always aims to provide a nurturing and safe environment that empowers and enables all students. Specialist and dedicated staff meet the needs of the individual, with a holistic approach to ensure every student achieves to their full potential.

Our curriculum offer is always under review and reflects the different learning pathways our students follow. Our vocational option offer is reviewed annually to reflect the interests of the student cohort. We offer a very diverse curriculum ranging from sensory focused provision to GCSE and BTEC level 2 accreditation.

8. How do we enable students with SEN to engage in activities?

Walton Hall has a strong belief that education in the community and environment forms an essential aspect of learning, and of being able to use and apply their formal learning in real contexts. We actively encourage our staff teams to take class groups off-site – into towns and their local community – to engage and communicate with people in shops, services and businesses.

Our students regularly attend residential trips such as Duke of Edinburgh Expeditions, The Tall Ship Expedition, PGL, Standon Bowers and Youth hostel visits. We have visited Parliament in London alongside mainstream schools.

Our older students are able to take part in real work-based learning. We have many positive links with businesses in the local community who offer our students work placements throughout the year. These placements enable students to develop work skills, independence and specific vocational skills in many different areas of work. Such placements enable our students to work and live alongside people of all ages within the local community.

9. How do we consult parents of students with SEN and involve them in their child's education?

Parent Meetings

Various meetings including Annual Review of EHCP, tutor consultations and transition meetings, and meetings that consider the education health and care needs of individual students on an on-going and regular basis. These conversations inform our provision and future planning.

Parent Voice / support group

This group meets every half term to discuss common issues facing parents and their children in school. Each session has a specific focus, as requested by parents.

School Surveys

Specific surveys are conducted to look at various aspects of our provision and include focused surveys for access and inclusion. Surveys are conducted with students, parents, staff and other stakeholders.

Friends of Walton Hall

This is a fundraising body designed to raise funds to enhance our resources and provision.

Parent Volunteers

We encourage parents to volunteer their skills and become practically involved in our learning community. They assist in a wide range of activities in school and on visits. They help us to develop and maintain valuable onsite resources such as the school farm.

10. How do we consult students with SEN and involve them in their education?

School Council

A council of school students meets monthly to discuss their views on school provision. This covers safety and well-being as well as wider resource and provision requests. The school's senior leadership team review information raised by the school council and take the necessary actions. The School Council represent on the interview panels for the recruitment process of any management and teaching posts within school and residence.

Student Voice Activities

All students are involved in regular surveys and give feedback on all aspects of their education and wellbeing. They reflect on their progress and identify strategies to help them learn. Students are consulted with

regards to the vocational curriculum offer in KS4 and 5.

Input into EHCP reviews

Students are all invited to communicate their views throughout the annual review of EHCP process.

11. How do we assess and review student progress towards their outcomes?

At Walton Hall we conduct a termly assessment of the progress made, and attainment achieved by our children and young people.

All of our students have an Individual Learning Plan (ILP) on Evidence for learning. Termly targets are set by teachers across the school against the EHCP long term desired outcomes and progress is evidenced on the EFL platform. In addition to this, students are set target grades and levels of attainment in Mathematics, English and Science. At the end of each term, class assessments and end of term tests are analysed to determine if students are below, on track or exceeding their expectations.

The data obtained is used to set proceeding targets and to identify where interventions and additional support are required. The analysis of progress ensures that any underperformance is quickly addressed through reviewing the support the student receives and setting an appropriate intervention to get them back on track.

Reference should also be made to the school's Ofsted reports which offer an independent appraisal of the school and its effectiveness as measured against national standards.

- Walton Hall School Ofsted report: [50193206 \(ofsted.gov.uk\)](https://www.ofsted.gov.uk/schools/50193206)
- Residential Ofsted Social Care report: [50262551](https://www.ofsted.gov.uk/schools/50262551)

ILPs and data reports are sent home to parents on a termly basis to view. On a formal basis, parents are invited to meet with class tutors to review progress and reflect upon the social and learning needs of their child as part of the EHCP annual review process.

12. How do we support students moving between different phases of their education?

Starting a new school at any age or moving on to another setting can be a very worrying time for parents and children. This process of transition is very important to us at Walton Hall, and we work hard with parents to make this as worry-free as possible. We encourage all new children and parents to visit us, where we give a tour of our facilities and give an opportunity for parents to meet the other children and staff around the school. The needs of any new child are discussed in detail, and detailed care-plans are completed alongside the health agencies to ensure that children start with all facilities in place to meet the needs of any child appropriately from the first day. We offer a friendly and flexible approach to induction which can include phased or part-time induction where appropriate. Students are assessed during their first half term, where any adjustments to provision may be discussed and agreed with parents. As long as we have a space, students can join Walton Hall at any age where our provision is deemed to be the most appropriate for meeting their learning needs.

The school is divided broadly into Key Stage departments located in 3 different areas on our school site.

- KS3 is located in the main school building.
- KS4 and KS5 Seekers classes are located in The Stables
- KS4 and KS5 Explorers and Navigators are located in the Old Hall, a grade 2 listed building which also houses our fantastic media and music facilities.

Transitions across the key stages are supported by familiar staff and students have taster sessions each year in preparation for their move to the next class. At the end of each key stage, a transition EHCP review is completed so that student plans reflect the skills requiring development specific for their next stage of learning. As the students move into Year 9 onwards, discussions around the next steps beyond Walton Hall are had. Students are set Preparation for Adulthood targets beyond this point.

13. How do we support students in the preparation for adulthood?

Transition out of Walton Hall and onwards to the next provision can be a worrying time for students and their parents. We have developed a comprehensive transition plan for students moving on to new colleges or employment. We work closely with other agencies and providers, parents and students, to ensure that families are properly informed and supported through this process. Transition planning for life beyond Walton Hall

begins at the end of Key Stage 3 (age 14), so that students and parents can develop aspiration that is appropriate to the student's desires, skills and abilities.

Preparation for Adulthood is at the heart of our curriculum. In all of our learning, we look at how it will support students in their adulthood. We aim for all of our learning to be purposeful so that it can help students as they transition to young adulthood.

Work experience and careers education is important for our students in year 11 and Post 16. Giving students the opportunity to experience a work placement is a valuable part of their education, as is learning about different types of work and the skills that they will require in employment.

Our residential provision is integral in supporting our students with their preparation for adulthood. In this provision they learn valuable independent living skills that they will require in their adult lives.

Each year, Walton Hall Hosts a Preparation for Adult Life Evening where local providers and outside agencies meet with parents and carers to offer advice, information and support.

Our aim is to equip our students with the confidence and skills to attain aspirational outcomes with regards to employment or independence and lead happy and fulfilling lives.

14. How do we support students with SEN to improve their emotional and social development?

At Walton Hall, we place great emphasis on the care and well-being of all our students. It is important to us that children feel safe and their emotional well-being takes priority. Our staff have undergone significant training in student wellbeing and are highly responsive to the student's needs.

We are trauma informed and attachment aware school. Our ethos is to understand all of our young people. We take particular care to nurture the trust and relationships between staff and students, so that they feel able to freely express their concerns and worries. This enables our staff to respond quickly to their needs, and to deal quickly with any issues that may develop. We endeavour to establish outstanding relationships with our young people.

Emotional wellbeing is supported by residential staff, the well-being and inclusion team, our senior mental health lead and our senior leadership team. These people meet regularly to discuss specific students and to identify appropriate interventions to support them with their emotional and mental health. Walton Hall Academy invests significantly in the delivery of

interventions that specifically support student emotional well-being, mental health and personal development. We have a thorough referral system for interventions that can be used by all staff, parents and also the students themselves.

At Walton Hall we use an extensive range of therapies and intervention such as sensory regulation interventions, mindfulness, music sessions, Decider skills, emotion coaching, drawing and talking and non-directional creative and play therapies to support the emotional wellbeing of our students. We also have a trained counsellor from MIND who supports students that have been referred into her.

Our residential provision works hard to support students with their emotional well-being and social development. Students can attend for an extended day until 8pm or may sleep over. Residence offers a wide range of activities designed to build confidence, independence and social interaction.

We have five minibuses, one of which is fully adapted for wheelchair users. These are used so that students can access a range of experiences outside of the school, all which aim to develop student's personal and social development.

We have a zero tolerance of bullying, and are proud of the ethos that encourages cooperation and mutual care and support between students. We work closely with parents and children where behaviour may require adjustment. We adopt models that promote and reward positive behaviours.

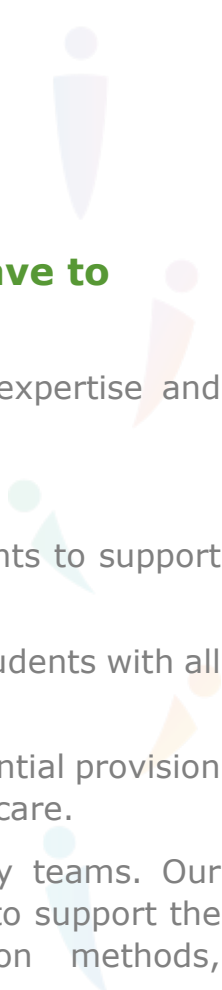
We work closely with other agencies and professionals where appropriate, such as Education Psychology, Learning Disability Teams and CAMHS.

All students where appropriate are involved in agreeing their personal goals and targets and are able to give their views at the annual review of their EHCP. Again – we encourage an “open door” policy so that students are able to speak to any staff to share personal concerns.

The school's safeguarding policy ensures that all disclosures or concerns are considered and acted upon in an appropriate manner.

Please see the following policies on our website to understand more about our approaches to inclusion, social development and emotional well-being:

- [Behaviour regulations policy](#)
- [Anti-bullying policy](#)
- [Safeguarding and child protection policy](#)
- [Preparation for Adulthood Policy](#)

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- Transition out of School Policy
 - Careers Guidance Policy and Work Experience

15. What expertise and training do our staff have to support students with SEN?

Our school and residential staff team have the following expertise and training:

- Qualified and experienced teachers across the school.
- Qualified and experienced Higher Level Teaching Assistants to support the delivery of specialist subject areas.
- Qualified and experienced teaching assistants to assist students with all aspects of their learning and personal support.
- A dedicated residential team providing outstanding residential provision lead by highly qualified head of care and deputy head of care.
- Weekly input from NHS Speech and Language Therapy teams. Our school staff work with Speech and Language Therapists to support the delivery of adapted and augmented communication methods, development of speech and language skills.
- Well-being and inclusion lead – highly qualified with social worker accreditation. Qualified in the delivery of many therapies and senior mental health lead accredited.
- As a specialist school, we have close working relationships with local support and specialist service providers such as Educational Psychology, Occupational Therapy, Social Care Disability teams, CAMHS, the CYP Autism Service and Community Learning Disability Teams for Children and Adults.
- We are proud of our vocational and work-based learning offer for our older students, which enable them to access work and skills development via our superb vocational resources. These include a motor vehicle department, commercial garden centre, farm and professional recording studio. Vocational courses are led by qualified and experienced teachers and instructors. Accreditation is offered in a wide range of vocational areas.
- We have a part time school nurse who oversees care plans, medication reviews and supports students and their parents with advice regarding

physical and emotional wellbeing. She contributes to the PFA curriculum and is a member of the safeguarding team.

- Members of staff receive regular training in mandatory areas such as safeguarding, emotional wellbeing, behaviour management, health and safety and first aid. Where required, staff also access training for specific areas such as medication administration.

We continuously review and adapt our teaching and learning strategies, and monitor the quality of teaching to ensure we strive for continuous improvement. Our staff are committed to providing the best possible learning experiences for all our students.

Through the Institute of Education and The Shaw Education Trust, our staff have the opportunity to continually develop through National Professional Qualifications and appropriate apprenticeships.

16. How will we secure specialist expertise and equipment to support our SEND learners?

Walton Hall Academy is a specialist school for students with a range of special educational needs. We work closely with our physiotherapy, occupational therapy and Speech and Language Therapy colleagues to ensure that our school provides the appropriate physical, sensory and communication support for each child. This ensures that each child can access a relevant and challenging education curriculum while making sure that their wider health needs are also being met. We work closely with different health and social care agencies, and support families to access the services they need.

Any specialist equipment required in school for a student will be assessed and agreed with other professional agencies and parents as necessary, and purchased by the school where the equipment is generic, or purchased by the Health Authority where the equipment is prescribed and unique to the child. Equipment can include specialised seating or specialised work stations or desks.

All students have a Pupil Support Plan. Within this it identifies what reasonable adjustments and adaptations are required to enable a child to fully access their learning. We ensure that we put these in place for all individuals.

Walton Hall Academy is a Shaw Education Trust special school, and is funded through a pupil needs-led formula. The school is modelled and resourced to meet a wide range of learning needs.

Individual assessments of need are made so that wherever specialised and personalised resources are required (that are reasonable and practicable) then these are provided. Some children qualify for additional funding through government Pupil Premium schemes or Student Bursary. These funds are allocated appropriately to ensure all vulnerable groups identified across our school population have their needs appropriately met.

Please click on the links below to view our Accessibility Plan and Equal Opportunities policies that identify how we support our learners and any visitors to our academy.

[Policies | Walton Hall Academy](#)

17. How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

Referrals are made to providers such as CAMHS, the learning disability team, educational psychology, family support, CYP autism, social care and occupational therapists if support is required for our students or their families.

We commission an educational psychologist and occupational therapist to attend the academy termly to support and assess students. These inform annual reviews and requests for changes to made to EHCPs.

We work closely with specialists to make sure that any student with a hearing or visual impairment can access the appropriate support and resources. This may include communication support, and adapted teaching and learning resources such as large print, audio and tactile equipment.

We have a part time nurse on site to support staff in the management of medication, and physiotherapists work closely with our class teams to ensure physical programmes are delivered as required. Regular support from Speech and Language therapists ensures that communication issues are also addressed.

18. How do we evaluate the effectiveness of our school?

The Academy Council works very closely with the leadership team to ensure they understand the effectiveness of Walton Hall's specialist provision, and work through committees to ensure that the strategic objectives and school aims are achieved.

A full self-analysis of our strengths and areas for development are detailed in our Self Evaluation Form.

In addition to the work of the Academy Council, the school is frequently quality assured by members of the central team at the Shaw Education Trust. This includes 4 termly visits by our Quality Assurance Lead who assesses us against a central quality assurance framework. Assessments and evaluations are obtained in all aspects of the school's work. This role is also supportive in terms of collaborative work with the school's leadership team to make progress towards any identified area of development. The Shaw Education Trust also compile regular surveys to capture feedback from staff, students and parents which further informs the school development plan.

Reference should also be made to the school's Ofsted reports which offer an independent appraisal of the school and its effectiveness as measured against national standards.

- Walton Hall School Ofsted report: [50193206](https://www.ofsted.gov.uk/inspection-reports/detail/50193206) (Ofsted.gov.uk)
- Residential Ofsted Social Care report: [50262551](https://www.ofsted.gov.uk/inspection-reports/detail/50262551) (ofsted.gov.uk)

The Academy is closely and regularly monitored by the Shaw Education Trust executive leaders through their fixed line management agenda. They compile regular surveys to capture feedback from staff, students and parents which further informs the school development plan.

19. How do we handle complaints from parents of children with SEN about provision made at the school?

The Principal and leadership team have an "open door" policy to pupils and parents, and value the relationships we build with families.

Our Compliments and Complaints policy also details how we address issues immediately and feedback to parents when they have specific concerns.

Class teachers are usually the first point of contact if a minor issue arises, as they are best placed in school to know the student best. More serious concerns maybe referred to any member of the senior leadership team.

20. Who can young people and parents contact if they have any concerns?

We have an open door policy in our school and an ethos that works hard to develop positive relationships between students and staff. Our students know they can raise any concerns with their form tutor or any member of staff who they have a strong relationship with.

We also have our well-being and inclusion team and school therapist who students can easily access throughout the day. These staff have an email address specifically for students to contact if they need support.

Students in school are aware of staff members email addresses and many chose to contact staff through this method in order to seek out support.

We have a strong students council with a representative from each class. Student council representatives will bring forward any issues students in their class raise for a wider discussion.

Through the National Minimum Standards for Residential schools, we also have two named independent persons who are there to support the students. Their names and contact information is displayed in our residential provision.

The school has a "Who Can Help Me?" booklet that has staff contact information and external providers contact details that they can access in the residential bedrooms and around the school.

For parents of students already attending school, then the day to day point of contact is with the class tutor, or if a residential matter, then with the head of care or the child's key worker.

Senior leaders and the Principal are also easily contactable to discuss aspects of provision. We welcome any discussion that ensures your confidence that your child's needs are being fully met.

School contact information:

- Telephone – Main reception: 01785 850420
- Office email: office.wh@walton.set.org
- Web: www.waltonhallacademy.org.uk

We place great value on supporting our students and their family. All our staff work closely with families and other agencies and services to ensure

that they receive the support they are entitled to. We actively promote and support a Parent Support Group, run by parents for parents, to provide mutual support, shared experiences and to offer training.

Our updates to our website and social media pages aim to keep parents informed of regular events and opportunities to access workshops and sessions for children outside of school.

22. How do we support children in care of the Local Authority?

At Walton Hall, no student is disadvantaged due to their personal circumstances. All students are given the same opportunities across the academy.

We have an assigned designated teacher for looked after children at Walton Hall. This staff member is an advocate for our students in care. Each term, she meets all other professionals who support the young person, including representatives from the local Virtual School. Through these PEP meetings, student progress and well-being are discussed with targets set each term to support further development. Our designated teacher applies for Pupil Premium Plus funds and monitors the spend to ensure that these students have all the resources and support they require to meet their identified targets.

Designated teacher: Dawn Wall (dawn.wall@walton.set.org)

23. The Local Offer

Walton Hall Academy Local Offer:

Walton Hall Academy is secondary age (11-19) residential special school for children with learning difficulties. With a school population of approximately 213 children, Walton Hall is located in Eccleshall and serves families primarily from Stafford and surrounding areas.

Our residential provision, provides extended day and overnight education for children. Our residence has a "Statement of Purpose" document which explains the residential offer in detail.

We are a member of the Shaw Education Trust.

Our school's wide ranging provision also includes:

- Key stages 3, 4 and 5 (through to adulthood at the age of 19).
- Provision for wide ranging learning needs from complex and sensory learning through to GCSE or Level 2 qualifications

- 
- and accreditation
- Forest School
 - Motor vehicle department
 - School farm
 - Residential facilities
 - Sensory Integration room
 - Sensory room
 - Media suite and professional recording studio
 - Radio station under development.
 - Music room
 - Extensive grounds and play equipment

At Walton Hall, we pride ourselves on the quality of relationships between our students and staff and our holistic approach to education. We have a unique learning community in which every student is supported fully to achieve their potential. We have a diverse and pupil centred curriculum offer through which we build confident, resilient and aspirational young adults.

For other provisions available to support your child, the local offer can be accessed through this website:

[Staffordshire Local Offer](#)

24. Independence Advice and Support & Advocacy

Staffordshire Special Educational Needs and Disabilities Information, Advice and Support Service

The service provides free, impartial, confidential advice and support around Education, Health and Social Care. The team supports Parents and Carers of Children and Young People with SEND (0-25) and also Children and Young People with SEND.

You can contact them in the following ways:

Telephone: [01785 356921](tel:01785 356921)

Email: sfps@staffordshire.gov.uk

Postal Address: SENDIASS Staffordshire Family Partnership, C/o Staffordshire County Council, Staffordshire Place 2, Stafford, ST16 2DH

Website: <https://www.staffs-iass.org/>

Specialist children & young people's advocacy

Change, Grow, Live Children's Rights Service

The service is available to children and young people from the above groups between the ages of 5 to 18 years, and up to the age of 25 for those with SEND, or for care leavers.

Who can refer?

Anybody can make a referral for a child or young person to have an advocate as long as they have their consent.

How do I request an advocate or find out more?

Telephone/SMS: 07809 587 007. Email: SSCRS@cgl.org.uk

You can also complete an online referral form on the [CGL website](#)

Staffordshire Parent Carer Forum (StaffsPCF)

Staffs PCF is an independent organisation run by volunteers who are all parents or carers of children and young people who have SEND. Staffs PCF aims to build a wide and representative membership and work in partnership with families of children with SEND aged 0-25. By sharing the collective voice of families, they work in coproduction with service commissioners and providers, enabling them to develop and implement

targeted, quality services that best meet the needs of our children, young people and their families.

Website [Staffordshire Parent Carer Forum](https://www.staffspcf.co.uk)

Email info@staffspcf.co.uk

If you are not a Staffordshire County Council resident, please contact us for details of your local services.

Policy Review Information

Date	Details of change or review	Ratification Date
13/01/2025	Transferred onto new policy template Updated key information.	
27/10/2025	Updated NOR, index pages and links	October 2025

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Email
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**Shaw
Education
Trust**



**Pupil &
people
centred**

**Act with
integrity**

**Be
innovative**

**Be best
in class**

**Be
accountable**