**SEND - LOCAL OFFER**

[Walton le Dale]  provides outstanding care, guidance and support. Equality of opportunity is at the heart of the school’s ethos and students describe the school as ‘like a family, where everyone knows each other’. Great care is taken to ensure that every student can participate fully in school life and receives precisely tailored support to meet their specific needs and remove barriers

Ofsted 2011

At Walton-le-Dale, as part of our inclusive philosophy, we do not believe in separating students with difficulties from the rest of the school. Students on the Special Needs Register will have timetabled support in their lessons, only being withdrawn from lessons for very specific reasons such as those described below.

**Accessibility & Inclusion**

Walton le Dale is a flagship school for the Inclusion Quality Mark which recognises best practice in supporting all children. We have held the Inclusion Quality Mark for many years.

Walton le Dale operates an equal opportunity policy to allow all our students to access all aspects of our curriculum. It is organised and managed in such a way that it is free from discrimination and bias irrespective of people’s sexuality, race, religious convictions and ability or disability.

**Physical Access:** Students, staff and visitors with physical disabilities are able to access all buildings but may not be able to access the first floor of one block. This does not affect our ability to offer a full curriculum.

We support a wide range of types of need, including those students with specific learning difficulties, moderate learning difficulties, speech, language and communications needs, physical disabilities and autism.

We use a range of strategies to support students with different types of disability. For example, we provide visual timetables, enlarged worksheets, colour overlays etc. Technology is also used where appropriate to support those with specific needs.

**Transition from Primary School**

We work with families, other schools and agencies to provide a wide variety of support and aim to ensure that all children and young people have access to provision which is appropriate to their special educational needs or disability.

During transition from primary school our staff work with primary school staff to ensure that students with difficulties transfer smoothly to Walton-le-Dale. Our specialist staff will also screen students who might have specific learning difficulties. We will then introduce a programme to support such children, through an individual education plan. This might include:

* Specific learning programmes using a system called IDL which specifically supports improvements in literacy;
* One to one support which focuses on specific difficulties in literacy and numeracy, including support at GCSE level;
* Literacy Plus & Acceleration programmes.
* Individual support for students on the autistic spectrum, who need help in developing relationships for example.

At the time of transition from primary school parents are provided with a number of opportunities to meet key staff who will play an important role in the school life of their child….

**Identification of Needs**

At Walton-le-Dale we know that individual students may need help to achieve their best at some time during their school career. We have strong procedures to identify students who are struggling with their work for one reason or another. Regular academic tracking means that we quickly see when we need to intervene. This may mean mentoring a student or providing more support in classrooms, or providing one to one support. This process is used throughout the school.

We will screen students for a number of educational difficulties such as dyslexia and dyscalculia, before tailoring an appropriate programme to support the child in managing such a condition.

We will also receive information from other sources to help us form a judgement about the needs of a child. This may come from the primary school or health professionals, for example.

Support programmes will be adjusted during the year as needs change and in the light of experience.

**Communication with Parents**

There will of course be opportunities for parents to meet with relevant staff to discuss progress and any concerns. This is done both through the tutors and subject teachers. Written reports are completed annually, with interim grades being provided at other times.

In particular statemented children will meet with the SENCo as part of our formal Review process. This provides an opportunity to work in partnership to check and celebrate the academic progress and personal development of the student. We also have an ‘open door’ policy which enables parents to consult with us whenever they have concerns. Those students who are statemented will have a named person to contact where they have concerns.

The school is more than happy to help parent with a number of issues they might face such as the completion of forms and understanding letters from official bodies. Other forms of support are always available such as technical advice on computers, homework support, transport issues etc.

**Teaching & Learning**

All students follow the national curriculum, with adjustments being made as required, based upon the individual needs of the student. We support all our learners, including those with special needs, through:

* A learning environment that is happy, safe, stimulating and successful
* High expectations of all
* Clear learning objectives and differentiated outcomes
* Modified Teacher Language
* Graded questions, e.g. Bloom’s taxonomy
* Learning presented through visual, auditory and kinaesthetic styles
* Differentiated teacher planning, flexible and responsive to individual children’s needs within and across lessons.
* A differentiated and personalised curriculum.
* Behaviour for Learning at the heart of lessons/school ethos.
* Positive, mutually respectful relationships.
* Transition programme to support change from primary to secondary school
* One to one support and tutoring for core skills / social skills
* Targeted programmes – e.g. IDL, Literacy Plus – based on individual educational plans.
* Counselling & mediation services.
* Teaching Assistant support in lessons.
* An opportunity to spend 1 week on work experience for all students.
* Three ‘free’ choices at Key Stage 4 allows students to develop their strengths.
* Alternative Key Stage 4 curriculum, using external providers, work experience etc
* Access to a careers’ co-ordinator who provides personalised support for each child

**Gifted and talented pupils:**  Students with particular gifts or talents in any subject area will find opportunities to develop these within their regular lessons. There are also further opportunities to develop their talents through special days, enrichment trips etc

**Staff Training:** All classroom staff have received up to date training on teaching and learning issues. Much of this has related to the most effective ways of enabling students to make progress. We also keep our staff up to date on issues relating to SEND students, making use of our own staff and outside experts such as psychologists to deliver the training.

**Student Welfare & Safety**

Student health, safety and happiness are our highest priority. There is a strong ethos of intervening as early as possible when an issue arises to ensure issues do not escalate.

The school has a range of risk assessments in place to ensure the health and safety of students, staff and other adults. Specific risk assessments for individual children are completed as required.

Students are supervised on entry to school (buses come on to school property) and on leaving. We have a detailed supervision policy which highlights the level of supervision available at different times of the day. At lunchtime there are a number of supervised ‘extra-curricular activities, as well as after school. This includes a ‘social skills’ group which provides a supervised time and place for students to relax. Homework clubs also run at lunchtime and after school.

Our medications policy provides for time and space for students to take medication according to their care plan. We have a number of staff who are first aid trained, with their expertise regularly updated and we have a defibrillator in school. Students also have access to a counsellor during the week, we have a weekly drop-in session from the school nurse, and we have regular access to other health professionals when required.

If parents have any concerns about the well being of their child they are strongly encouraged to contact pastoral staff at the school or the senior leadership team.

*James Harris May 2020*