

## **Walton-le-Dale High School SEND Information Report**

### **SENDCO Contacts**

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### **Aims of SEND Provision**

- Identify and support students with special educational needs and/or disabilities (SEND).
- Work within the guidance of the SEND Code of Practice (2015).
- Foster an inclusive, whole-school approach.
- Provide staff with support and training for working with SEND students.

### **Identifying and Assessing SEND**

Students may be identified as having SEND through:

- Liaison with previous schools.
- Performing significantly below expected levels.
- Concerns raised by teachers, parents/carers, or external agencies.
- Diagnoses from professionals, such as paediatricians.

Four categories of SEND include:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional, and mental health difficulties.
4. Sensory and/or physical needs.

SEND provision involves support additional to or different from standard classroom teaching.

Students' needs are regularly reviewed, and those meeting progress targets may be removed from the SEND register but can rejoin if required.

### **Supporting Transitions**

- Enhanced Transition programme for Year 6 SEND or vulnerable students, including extra visits and liaison with primary schools.
- Careers guidance and support for Key Stage 4 students preparing for adulthood, including additional visits to colleges if needed.

### **Curriculum Adaptations**

Subject teachers differentiate lessons to ensure accessibility, which may include:

- Multi-sensory activities.

- Specially adapted resources.
- Adjustments for specific learning difficulties.

At Key Stage 4, students can choose GCSE, BTEC, or vocational courses, supported by tailored advice for future pathways.

### **Resources and External Expertise**

Support is arranged based on students' needs, including:

- Consultations with teachers, pastoral staff, and parents/carers.
- Access to Educational Psychologists and other specialists for assessments, training, and interventions.

### **Monitoring and Reporting Progress**

- Regular reviews of progress through data collection, observations, and feedback.
- Annual reviews for students with Education, Health, and Care Plans (EHCPs).
- Progress reports shared with governors to highlight successes and improvements.

### **Access to the Full School Experience**

- All students are included in curricular, extra-curricular, and off-site activities, with risk assessments ensuring safety.
- Alternative arrangements are made if specific activities are not feasible.

### **Emotional and Social Development**

- Dedicated staff provide tailored support for emotional and social needs under the guidance of Educational Psychologists.
- Anti-bullying measures ensure a safe and supportive environment for learning.

For more details, please contact the SENDCOs. This report aligns with the SEND Code of Practice (2015) to support all students effectively.