



Walter Halls Primary School

SEND Information Report

2024-25

Welcome to our SEND report which is part of Nottingham City's Local offer for learners with special educational needs.

You can find the Local offer here [Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory](#)

Walter Halls is a mainstream primary school with an inclusive ethos and we are proud to celebrate the diversity and individuality of our school community. We offer support to children with needs in the four broad areas of Cognition and Learning, Social Emotional and Mental Health, Communication and Interaction and Sensory and Physical Needs.

Please read this report alongside the school's special educational needs policy and accessibility plan.

The report is laid out in a question and answer format but also do remember that any questions or queries you may have can be directed to our school SENco and Inclusion Lead- Jo Glover.

senco@walterhalls.nottingham.sch.uk

Does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be put in place. This provision may be for a set time to meet a specific need or possibly for the duration of a child's time at Walter Halls; this would depend very much on the identified need/s.

If you have any concerns regarding your child's progress or well-being, then please speak to your child's class teacher in the first instance. If you feel you then wish to discuss your concerns further then please speak to Jo Glover (Inclusion Lead and SENco)

How will the school/staff support my child?

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning.

In our school, every class teacher is responsible for:

- The progress and development of every child in their class and identifying, planning and delivering any additional help your child may need (this may include the planning of targeted additional support) and informing the SENco as necessary.
- Working with the Inclusion Lead (SENco) to review each pupil's progress and development and decide on any changes to provision.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Liaise with all agencies and staff involved with a pupil, both internal and external, to ensure that the provision provided meets needs.

The Inclusion Lead/SENco is responsible for:

- Providing professional guidance and support to colleagues and working closely with staff, parents and other agencies.
- Monitoring SEN provision across school through contributing to the school termly MER schedule (Monitoring, Evaluation and Review)
- Overseeing day to day operation of the school's SEN policy.
- Strategic co-ordination of provision for children with SEN
- Liaising with parents of pupils with SEN.
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA.
- Managing the transition process- both in to F1 and from Yr 6 to Yr 7 and end of year in house transitions
- Ensuring school keeps the records of pupils with SEN up to date.
- Working with head teachers and school governors with regards to reasonable adjustments and access arrangements.
- Organising staff training.
- Writing the SEN Information Report which must be published on the setting website and updated annually.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively.

The Headteacher is responsible for:

- Working with the SENco and SEN governor to determine the strategic development of the SEN policy and provision within the school
- The day-to-day management of all aspects of the school; this includes the support for children with SEN.

- The Head teacher will give responsibility to the SENco and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place.

The SEN Link Governor is Katrina Benjamin and is responsible for:

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head teacher and SENco with regards to SEN within the school.
- The SENco reports to the Head teacher and Governors to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.

How will the curriculum be matched to my child's needs?

If a learner is identified as having SEN need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

When providing support that is "additional to" or "different from" we engage in a four-stage process:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers.

Do - providing the support – extra assistance for learning as needed.

Review – measuring the impact of support provided, and consider whether changes to that support need to be made. All of those involved – child, parents/carers, teacher, SENco and outside agencies may contribute to this review.

- All learning activities within class are planned and at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENco, will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g., phonic mats, coloured overlays, visual timetables, Now and Next boards.
- Some pupils in school have alternative timetables and provision for part of their day. This is provided by teacher and teaching assistants in school. Any child accessing an alternative provision will have a provision map and or support plan and parents will be informed, aware and involved in the review and targets that are set.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Communication

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENco to review the short term targets and to discuss the progress the child has made. We strongly believe in an "open door" approach and encourage you to ask any questions and share valuable information that you have as parents and carers. You can speak to your child's teacher at the end

of the day, call in to school or send a message via Class Dojo- please remember that Dojo is not the place to make a complaint. If you are not satisfied with communication at this stage then please refer your query to the SENco- senco@walterhalls.nottingham.sch.uk

Progress

- Your child's progress will be continually monitored by his/her class teacher- the class teacher will do this using their own professional knowledge as well as through more formal assessment methods.
- At the end of each term pupil progress meetings are held to review the progress of all children. Any children who are identified as not making progress or making slow progress are discussed and support is planned for to match the learning need.
- Through parent consultations and end of year reports, teachers make clear the attainment against age related expectation and the level of progress made. This gives a clear indication of the stage of development that your child is working at and we can work together towards the next steps for success.
- At the end of each key stage (the end of F2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results are then published nationally.
- Where necessary, children will have a SEND Provision map or Pupil Passport. Progress against these targets will be reviewed regularly.
- The progress of children with an EHCP (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

What support will there be for my child in school?

- Learning personalised to your child's individual need building on what your child knows and can do
- Teaching and support staff knowing and valuing your child's special interests
- Small group support
- Nurture interventions
- Visual scaffolds and personalised resources
- Speech and Language support

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

We believe strongly in the link between children's emotional well-being and academic achievement at Walter Halls and actively encourage our children to be open about discussing mental health. We have a strong PSHE curriculum and all classes have a system for children to be able to share any worries which will be responded to, firstly by the class teacher, but if appropriate passed on to our child welfare officer. (Kerrie Chandler).

Kerrie Chandler is also a trained play therapist and we are also supporting the play therapy training for one of our teaching assistants.

We have a Family Support Worker in school- Gail Holmes who works very closely with Kerrie Chandler and the SENco. We do not offer therapy at school for parents but we are able to sign post any parent who is in need of help with their own mental health to support services.

We have Time to Talk sessions with Kerrie Chandler- a timetabled lunchtime slot where children are able to call in to speak to Kerrie as required.

We have two Learning and Behaviour Mentors- Lee Neal and Joe Hockham.

We have a link worker from the Mental Health Support Team and access to other counselling support services to which we can make referrals as appropriate- Dawn Jukes.

We also have pupil leadership groups to have a pupil voice and to support younger children. Head and Deputy Head Students and Inclusion Ambassadors.

We view our school as a big family and as a collective of adults we are always alert to any children who for any reason at some point may be in need of some additional support for their well-being. This could be in the form of anything from a bit of extra attention from an adult who they particularly get on well with through to a more sustained piece of support work.

My child has a medical condition, how will their needs be met?

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines and record administration.
- Should your child have a specific medical condition we will receive any necessary training as appropriate from health professionals.

What specialism services, experience, training and support are available at or accessed by the school?

Walter Halls is committed to providing training opportunities to all staff. We welcome training opportunities from outside agencies to keep staff informed of new initiatives and to access training for all staff, both teachers and teaching assistants, to enhance their skills.

The Inclusion Lead attends regular training throughout the year via the termly NST Inclusion Network as well as working closely with Local Authority link teachers.

Local Authority provision available:

Behaviour Support Service

Inclusive Education Service (Learning and Cognition, Autism Team, Sensory Team)

Educational Psychology Service

Health Provision available:

Occupational Therapy

Physiotherapy

Speech and Language Therapy

Community and Public Health Nursing Team

CAHMS

MHST

What SEN training has been in place for staff in general as well as specific training?

Autism and Girls- CPD webinar

I Can- Early Talk Boost

Dyslexia Awareness delivered by Learning and Cognition Team

3 R's training (Relate, Regulate, Reason) – all staff

BST training delivered to all staff – De-escalation

R2i (Routes to Inclusion) – all staff

Understanding of ADHD- specific to TA working 1:1

Theraplay group- delivered by BST link teacher to 2 TA's

Making Sense of Autism- delivered by the Autism link teacher to all TA's

Behaviour strategy workshop- all TA's

Introduction to emotional coaching and understanding trauma- all TA'S

Pre- Key Stage Standards CPD – all staff

Premature Baby Awareness training-all staff

Introduction to ACE's- playleaders

Gestalt communication training- all TA's and SENco

Sensory Awareness- all TA's and SENco

*All training referred to has been delivered within the last 3 years

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

At our school, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. The school offers a variety of clubs after school and in the holidays. Please contact us if your child has any specific requirements for extra-curricular activities prior to making a booking.

Our starting position is always that children with SEN will be included on school trips and visits and we will work in close partnership with you to ensure that you feel comfortable with the support in place for your child. On the rare occasion that a specific trip is not deemed safe or appropriate for a child this will be discussed openly with you and alternative arrangements put in place wherever possible.

How accessible is the school environment?

For further details on this, please refer to our accessibility plan.

Our school grounds are vast and there are areas with steps and slopes however all of the main areas of the school are accessible by wheelchair.

Accessible toilet facilities are available in school.

If you have specific access queries or concerns, please speak with us.

What support is there for behaviour, avoiding exclusions and improving attendance?

We have a clear Relationship and Culture policy which focuses on three simple and explicit expectations which all staff and all children are aware of:

Be ready

Be respectful

Be safe

We recognise that some children require additional support to regulate their behaviour and expect class teachers in the first instance to consider and act upon this. Class teachers are also supported through their phase leader, SENco and child welfare officer as required. School uses the Local Authority R2i (Routes to Inclusion) toolkit designed to support children with Social, Emotional and Mental Health difficulties.

At all times parents will be included in the support and action plan to work in partnership with school to reduce the risk of exclusion.

Attendance

Attendance is tracked closely by the attendance team- Jo Glover (SLT Attendance Champion) Jeanette Lees (Attendance Administrator) and Gail Holmes (Family Support Worker). We acknowledge that some appointments for children with SEN are unavoidably in the school day, for example to see a medical professional and we would always seek to authorise these with the information provided to us and sensitive discussion.

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

Where appropriate, liaison between pre-school agencies, previous schools, medical or other professionals is arranged to ensure a thorough knowledge of the child's needs allowing a smooth transition to school. A meeting will be arranged with the SENco and class teacher to allow for an open discussion and to start to consider additional provision which may be required.

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within school take place in the Summer Term- the Early Years leader plans a specific transition in to F2 and our F1 teacher holds termly Stay and Play sessions. These teachers will then liaise sensitively with parents with regard to any concerns that may be raised in regard to SEN. The SENco may also will visit nurseries to see children in their setting if necessary prior to admission to our Early Years environment.

Transition to Secondary School for pupils with SEN will be planned according to individual need. Year six staff and the SENco liaise with Secondary schools to ensure a comprehensive transition programme.

School also refers children with Autism in Year 6 to the transition support worker in the Local Authority Autism team to provide additional support with transition to secondary schools.

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

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors and SENco on the basis of needs in the school.

Where the needs of a pupil are more complex and school funding has already been used and evaluated, we would then consider additional support through HLN (High Level Need) funding. This is top up funding from the Local Authority where a child has significant and complex needs.

HLN funding is at no point guaranteed and requests are usually made once every two years, although an emergency request can be submitted during the year if a new child arrives at the school or if significant changes occur.

How are parents involved in the school? How can I be involved?

We recognise that partnership with parents plays a vital role in supporting children to achieve their full potential. We value the importance of building positive and trusting relationships with parents and families within our school community. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We aim to work closely with parents of SEN children through daily informal catch up in line with our open-door policy meaning that an adult is always available at a mutually convenient time to discuss any issues.

Who can I contact for further information?

In the first instance, please speak to your child's class teacher if you have any concerns. Following that please speak to the SENco We hope to resolve, any issues or complaints you may have at this level. If not then please direct your concerns to the Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting.

Please see the complaints policy on the school website.

This report details our annual offer to learners with SEN. To be effective it needs the views of all.

If you have any comments, please contact Jo Glover (Inclusion Lead)

Report: September 24-25

Review: July 25

Jo Glover- Inclusion Lead/SENCO