



Walkwood
Church of England  Middle School

SEND Information Report

Academic Year 2020-21

“Love is always supportive, loyal, hopeful, and trusting.”

1 Corinthians 13:7

“Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.”

Valuing All God’s Children, Church of England, 2014

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012

Walkwood Church of England Middle School is a fully inclusive mainstream school. All pupils are valued equally, regardless of where their abilities lie.

Walkwood Way

‘Love to Learn; Learn to Live; Live to Love’

Our aim is that all children attending the school will become life-long learners who are curious about the world around them and are creative in their exploits while caring for others and themselves. We seek to enable our pupils to make informed choices, becoming increasingly independent and playing their part in the community. We offer pupils a spiritual dimension that is distinctively Christian, and honours other faiths and those people who profess no faith.

We look to inspire every child – whatever their abilities – to achieve their very best, and make a valuable contribution to the Walkwood community. We want our pupils to [love to learn](#).

Our school is not just about knowledge, it is also about skills. It’s about inspiring children to look at the world differently, and about challenging them to be fascinated by lessons and subjects. In this way, we encourage our pupils to [learn to live](#), preparing them for an adult life in a changing world, and as such we seek to equip our children for the future. Our ‘Learning Superheroes’ allow teachers to hone pupils’ learning skills. We want pupils to excel in school... and in later life.

We are a Church of England school which is fully inclusive of all faiths and beliefs. While Christian principles underpin all of the school’s values, we know that these morals are shared by many faiths. We look for our pupils to take into their lives beyond our school an outlook that allows them [to learn to love](#) the experiences, people and spirituality that they encounter.

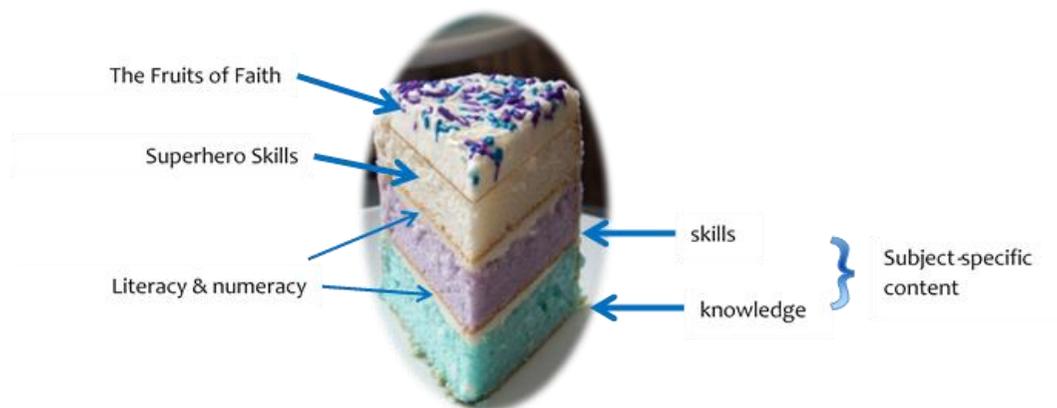
Walkwood’s Curriculum

All pupils are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. A rich, broad and balanced curriculum is offered across the four years and two key stages. The planning through the four years is strong, both within each subject and across different subjects. This builds subject partnerships of ideas or concepts, which support pupils’ learning.

There are differences between Years 5 and 6 compared to Years 7 and 8 to reflect the changes in the National Curriculum. Also, this variation allows pupils to gradually get ready for the learning that high school studies demand.

Pupils will make use of our specialist facilities, and tend to move from one classroom to the next between different lessons. This allows a ‘brain break’ so that they arrive at the next lesson ready to settle quickly into their learning.

Every lesson has a clear and brief learning objective, a specific learning skill, and an opportunity to use at least one of the Fruits of Faith. It's a bit like an educational cake, a slice in each lesson!



Pupils of all ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a curriculum which allows them to make informed choices as they progress beyond the school.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where pupils feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report outlines information regarding the ways in which we provide support for all pupils with Special Educational Needs and Disabilities (SEND), in order to fulfil our aims for them.

Regulation	Question	Response
<p>1. The kinds of Special Educational Needs for which provision is made at the school</p>	<p>What kinds of SEND do pupils have in your school?</p>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2015).</p> <p>Pupils at Walkwood Church of England Middle School may have difficulties that fall within the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
<p>2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.</p>	<p>How do you know if pupils need extra help?</p>	<p>When your child first joins Walkwood Church of England Middle School, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; first school teachers; end of year 4 levels; base line testing; subject teachers; specialist colleagues and external agencies.</p> <p>Our class teachers, Heads of Department and College Leaders closely monitor the progress and attainment of all pupils, including those who have, or may have, SEND. The continuous monitoring of pupils during their time at our school will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, College Leaders, outside agencies, parents/carers or the pupils themselves.</p> <p>If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does</p>

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		<p>make expected progress. All pupils identified with special educational need are on the SEND register which is accessible to all staff. They use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p>How will I know that my child is making progress?</p> <p>How do you evaluate provision?</p>	<p>Pupils with an Education, Health & Care Plan have an Annual Review.</p> <p>The school has a process of auditing and reviewing that assesses the effectiveness of teaching and learning for all pupils, including those with SEND, and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly appraised. Additionally, progress and attainment data for pupils is analysed.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>The school informs parents and carers by written information as well as a yearly consultation evening.</p> <p>Heads of Department, College Leaders and Inclusion staff will monitor and review your child's levels and pick up on any subjects where your child is not currently making expected progress, interventions may be put in place as part of a formulated plan.</p> <p>Reports are shared with the Governors who review the work of all departments.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through the consultation evening; email; telephone calls; ePraise; contact made with individual teachers; Annual Reviews/bi annual reviews (for those with an EHCP). These same routes allow regular information to be shared.</p>

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3c. The school's approach to teaching pupils with special educational needs	How do teachers help pupils with SEND?	<p>Our teachers have high expectations of all pupils. Your child's individual needs will be communicated to all teachers who will adapt their lessons to meet these requirements using a range of strategies including practical resources if required. Differentiation within lessons will allow your child to access the curriculum appropriately.</p> <p>Within school, where appropriate, pupils may be offered additional support via interventions, teaching assistants and pastoral care. This additional support will be communicated with parents/carers to ensure an effective working partnership.</p> <p>Following notification of intended high school places, we work with the SEND Department within those schools to pass on any SEND information, communicate needs and, if available, extra transition sessions are arranged.</p>
3d. How the school adapts the curriculum and learning environment for pupils with special educational needs	<p>How will the curriculum be matched to my child's needs?</p> <p>How accessible is the school environment?</p>	<p>The majority of pupils follow the curriculum as delivered by our school. However, a small number of pupils will follow a more personalised curriculum to accommodate their individual needs and interests.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND pupils throughout our school including a lift to access all areas; disabled toilets; ramps; wide corridors and equipment to help with reading and writing.</p> <p>A Disability Scheme and School Accessibility Plan is available on our school website.</p>

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<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p>What social, before and after school, and other activities are available for pupils with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>A large range of academic and hobby/interest clubs are available at our school. They are open to all pupils, including pupils with SEND.</p> <p>A range of activities to support SEND pupils including sports clubs, homework club, lunch and break time social clubs are available before, during, and after school.</p> <p>The extra-curricular timetable is available on the school's website. SEND Clubs are by invitation only and these are outlined on the weekly parents' newsletter 'The Insider'.</p> <p>All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p>What support will there be for my child's overall wellbeing?</p>	<p>At Walkwood Church of England Middle School we take pride in our pastoral responsibilities by ensuring a high level of pupil support and guidance. We support our pupils by assigning them to a form tutor who will remain with them as they progress throughout their time at school. This provides continuity and builds a strong relationship between tutor and pupils. Additional pastoral support is provided by The Pastoral Manager, Pastoral Leader, Learning Support Assistants and SENDco.</p> <p>We also have excellent relationships with a number of external agencies for example Early Help, Targeted Prevention Team, CAMHS, Educational Psychologist and Speech and Language Therapists.</p>

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4. In relation to mainstream schools, the name and contact details of the SEN coordinator	<p>Who should I contact if I want to find out more about how Walkwood Church of England Middle School supports pupils with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>The SENDCo is Laura Monfardini. Contact details: Email office@walkwoodms.worcs.sch.uk or telephone 01527 543361.</p> <p>Speak to your child's tutor in the first instance.</p>
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured	What training have the staff supporting children and young people with SEND had or are having?	<p>We have a Learning Support department that includes a mainstream autism base which is made up of the SENDCo, and several specialist teaching assistants. This team has a range of experience and training covering various special educational needs including the National SENDCo Award Qualification and NVQ Level 2 & 3 Supporting Learners in Schools. Placement within the mainstream autism base is through Worcestershire Children First, not the school, although such pupils are included within our school's published admission number.</p> <p>Training is provided to all staff who are in classrooms as the need arises and there are opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND. The majority of Walkwood staff are Level 1 trained in Autism.</p>
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured	What happens if my child needs specialist equipment or other facilities?	As a school we can access a range of services including Visual and Hearing Impaired Team and Disability Team, via Worcestershire Children First and Chads Grove Teaching School. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities, please contact Laura Monfardini or discuss the issue at the next review/parents evening.

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<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment and books). • Full attendance and good punctuality. • Completion of homework. • Checking and signing planner. • Attending parents' meetings. • Attending any meetings specifically arranged for your child. <p>We will support you by having regular communication and a range of workshops for parents to support learning and safety.</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>Pupils are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements.</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</p>	<p>Who can I contact for further information?</p> <p>Who can I contact if I have a complaint?</p>	<p>Please contact the SENDCo for further information.</p> <p>The school's complaints procedure is available on the school's website.</p>

Regulation	Question	Response
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>As a school we can access arrange of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Targeted Prevention Team; Speech and Language Service; Education Entitlement and Occupational Therapy Service. These services are contacted when necessary and appropriate, according to your child’s needs. The school works closely with Worcestershire County Council and use the Team around the Child process when appropriate to do so.</p> <p>If you believe your child needs support from a specialist, please contact Laura Monfardini or discuss at the next review/parents evening.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>Who should I contact to find out about support for parents and families of children with SEND?</p>	<p>SENDIASS: http://www.worcestershire.gov.uk/info/20208/sendiasm SEN Worcester County Council: http://www.worcestershire.gov.uk/info/20107/special_educational_needs Early Intervention Family Support: http://www.worcestershire.gov.uk/EIFS Worcestershire Parent Partnership: http://www.worcestershire.gov.uk/directory_record/2687/a_guide_to_the_parent_partnership_services Bromsgrove and Redditch: http://www.autismlinks.co.uk/support-groups/group-support-west-midlands Redditch Deaf Club: http://www.ableize.com/Disabled-Groups-and-Clubs-by-County/Worcestershire/Redditch-Deaf-Club Hereford and Worcester Dyslexia Association: www.hwda.org.uk</p>

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12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living	How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?	The staff at Walkwood Church of England Middle School liaise closely with both first and high school representatives, specific hand over meetings are arranged in addition to requesting and passing on data relating to academia/learning needs and individual pupil needs and requirements. Extra transitions and meeting of staff will be arranged if appropriate and open communication with parents is welcomed.
13. Information on where the local authority's local offer is published	Where can I find out about other services that might be available for our family and my child?	Local Offer Worcestershire: https://worcestershirelocaloffer.org.uk/ https://worcestershire.gov.uk/

Appendix: Key staff

Mrs L Monfardini: Head of Special Education Needs & Disabilities / Lead Teacher in Mainstream Autism Base / Alternate Designated Safeguarding Lead

Mrs J McAfee: SEND and Safeguarding Administrator

Temporary pastoral arrangements during coronavirus circumstances

Year Group	College Leaders	Pastoral Managers
Year 5	Mr P Cockram	Mrs S Phelan and Miss S Ellis
Year 6	Mr R Macdonald	Mrs D Langstone and Miss M Timmins
Year 7	Mr C Hunt	Mrs H Hands
Year 8	Ms T Tomes	Mrs M Russell