



Walkwood

Church of England  Middle School

SEND Information Report

2024-25

Walkwood Church of England Middle School is a fully inclusive mainstream school. At Walkwood Church of England Middle School, all pupils are valued equally, regardless of where their abilities lie, with the Academy being committed to developing 'the best in everyone'. All pupils are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. We are committed to equal opportunities, with pupils being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

“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

Student 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 balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the Academy.
- Be encouraged to achieve their full potential, whatever their abilities.
- 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. ² 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 realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

| Regulation | Question | Response |
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| <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 most 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 have a difficulty 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 a child first joins Walkwood Church of England Middle School, we use information from a range of sources to help identify if there are SEND and other needs. These include information from parents/carers; first schoolteachers; end of year 4 stages; base line testing; subject teachers; specialist colleagues and external agencies.</p> <p>Our class teachers, Heads of Department and College Leaders 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 Walkwood will further identify pupils with a special educational need.</p> <p>This identification may come from tutors, subject teachers, support colleagues, College Leaders, outside agencies, parents/carers or the pupils themselves. If a child needs to be assessed, we would use a range of judgements 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 not make expected progress. All pupils identified with a SEND need are on the SEND register which is accessible to all staff. Staff 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> |

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| <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 SEND and that have an Education, Health & Care Plan are reviewed regularly, and all parties involved with that pupil will be invited in to attend the annual review. This part of the process is essential to ensuring progress towards targets both socially and academically are being made.</p> <p>The school has a quality assurance process that considers the effectiveness of teaching and learning for all pupils, including those with SEND, and the outcomes of this information is used to create and implement development plans for all aspects of school life. These are reviewed through regular evaluation. Additionally, progress and attainment data for pupils are analysed and reported to Governors.</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 will send home a report each year showing child's current and target stages, as well as their effort, behaviour within each subject. Heads of Department, along with the SENDCo will monitor and review a child's stages and pick up on any subjects where a child is not currently making expected progress, interventions may be put in place as part of a formulated plan.</p> <p>We welcome the involvement of parents/carers and want to keep them up to date and involved with their child's progress. We do this through parents' evenings, email, telephone calls, appointments made with individual teachers, and annual reviews regarding pupils with an EHCP.</p> <p>The school provides information weekly for parents through newsletters and information on our website. Open/Information days and evenings along with parents Evenings and communication home.</p> |

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| <p>3c. The school's approach to teaching pupils with special educational needs</p> | <p>How do teachers help pupils with SEND?</p> | <p>Our teachers have high expectations of all pupils. A child's individual needs will be communicated to all teachers through our pupil passports. Teachers have training from the SENDCo and other members of the senior team in ways that lessons can be adapted to meet needs using a range of strategies including practical resources if required. Differentiation within lessons will allow a child to access the full curriculum. Within school and 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 departments within those schools to pass on any information and communicate needs. If appropriate, extra transition sessions may be arranged to ensure a smooth transition.</p> |
| <p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p> | <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 at Walkwood, however, a small number of pupils will follow a 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 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 in the main building, disabled toilet, ramps, wide corridors and equipment to help with reading and writing.</p> <p>A Disability Scheme and School Accessibility Plan is also 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 clubs are available at Walkwood. They are open to all pupils, including those with SEND.</p> <p>A range of activities to support SEND pupils including sports clubs, homework club, lunch and break time clubs are also available.</p> <p>The extra-curricular timetable is available on the school's website.</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 a 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 through 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, College Leader, teaching assistants and SENDCo.</p> <p>We also have excellent relationships with a number of external agencies for example: Early Help, Targeted Prevention Team, WEST team, CAMHS, Educational Psychologist, Complex, Communication team and Speech and Language Therapists.</p> |

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| <p>4. In relation to mainstream schools, the name and contact details of the SEN coordinator</p> | <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 Assistant Principal and Special Educational Needs & Disabilities Coordinator SENDCo is: Mrs D Timmins.</p> <p>Contact details: Email office@walkwoodms.worcs.sch.uk or telephone 01527 543361.</p> <p>A conversation with the child's tutor in the first instance should there be any concerns.</p> |
| <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</p> | <p>What training have the staff supporting children and young people with SEND had or are having?</p> | <p>We have a learning support department that includes an internal SEND Centre provision which is made up of the SENDCo, and several teaching assistants. Within this team we have staff who have a range of experience and training covering various SEN needs.</p> <p>Training is provided to all staff, including teachers and teaching assistants, as the need arises, as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND.</p> |

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| 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’s First and Chadsgrove Teaching School. These services are contacted when necessary and appropriate, according to a child’s needs. If it is believed that the child needs specialist equipment or other facilities, then point of contact is the SENDCo, Mrs D Timmins. |
| 7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child. | <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 parents and carers to support us and the 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; • attending parents’ meetings; • attending any meetings specifically arranged for the child. <p>We will support by having regular communication about the curriculum and information about the local offer (which is on our school website). Updates about any relevant and specialist workshops addressing SEND needs are available on our social media platform.</p> |
| 8. The arrangements for consulting young people with special educational needs about, and involving them in, their education. | How will my child be involved in his/her own learning and decisions made about his/her education? | Pupils are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons through self and peer marking; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements. This enables pupils to feel part of their learning and progress. When planning interventions, pupils are consulted and if a reason appears and they no longer wish to be part of this process, this can also be discussed. |

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| <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, Mrs D Timmins, for further information.</p> <p>In the first instance, contact the child’s tutor who may refer the concerns to their subject teacher or a more senior member of staff if needed.</p> <p>Alternatively, please contact our Assistant Principal/SENDCo: Mrs D Timmins. The school’s complaints procedure is available on the school’s website.</p> |
| <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</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: The WEST team, 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.</p> <p>These services are contacted when necessary and appropriate, according to a child’s needs. The school works closely with Worcestershire County Council and uses the Team around the Child process when appropriate to do so.</p> <p>A conversation with the child’s tutor in the first instance should there be any concerns.</p> |

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| the families of such pupils | | |
| 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. | Who should I contact to find out about support for parents and families of children with SEND? | <p>SENDIASS: http://www.worcestershire.gov.uk/info/20208/sendias</p> <p>SEN Worcester County Council: http://www.worcestershire.gov.uk/info/20107/special_educational_needs</p> <p>Early Intervention Family Support: http://www.worcestershire.gov.uk/EIFS</p> <p>Worcestershire Parent Partnership: http://www.worcestershire.gov.uk/directory_record/2687/a_guide_to_the_parent_partnership_services</p> <p>Bromsgrove and Redditch: http://www.autismlinks.co.uk/support-groups/group-support-west-midlands</p> <p>Redditch Deaf Club: http://www.ableize.com/Disabled-Groups-and-Clubs-by-County/Worcestershire/Redditch-Deaf-Club</p> <p>Hereford and Worcester Dyslexia Association: www.hwda.org.uk</p> |
| 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 colleagues: 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. |

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| 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/ |

| Key Staff | <p>Mrs D Timmins: Assistant Principal, Special Educational Needs & Disabilities Coordinator</p> <p>Mrs J McAfee : SEND and Safeguarding Administrator</p> <p>Mrs G Mckenna: Pastoral Co-ordinator</p> | | |
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| | College | College Leaders | Pastoral Managers |
| | Abberley | Mr P Cockram | Mrs S Ellis/ Mrs M Russell |
| | Bredon | Mr C Hunt | Mrs H Hands |
| | Cleeve | Mr R Mcdonald | Mrs D Brotherhood |
| | Malvern | Miss K Reeves | Mr L Fletcher |