



SEND Report

Reviewed: September 2025

Next review date: September 2026

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Background Information

Age range: 3-11

Number on roll: 128

Number on SEND register: 24

Number of children with an EHCP: 7

Thank you for taking the time to read our information report about our Special Educational Needs and Disabilities (SEND) provision within school. The report has been written in line with the SEND Code of Practice 2015.

Introduction

Here at Walton Peak Flying High Academy, we aspire to enable all children to achieve their best, become confident individuals and make a successful transition into further education.

The kind of SEND provided for at Walton Peak Flying High Academy

A wide range of SEND needs are provided for at Walton Peak Flying High Academy. These include –

- Children with a diagnosis of autism spectrum disorder.
- Children with ADHD. (Attention Deficit Hyperactivity Disorder)
- Children with other social, emotional and mental health difficulties including anxiety.
- Children that are non-verbal.
- Children with speech and language difficulties.
- Children with specific learning difficulties such as language delay, dyslexia, dyscalculia and dyspraxia.

How we identify and assess pupils with SEND

The early identification of children with Special Educational Needs and Disabilities is vitally important to ensure that each child has a programme of work appropriate to his/her needs. We place great importance on identifying special educational needs early so that we can help children as quickly as possible. We do so in the following ways:

- regular communication with parents/carers
- regular communication as a staff body; consisting of pro-active staff who will report immediately, any worries or concerns to the school SENDCo or another member of the leadership team
- transition meetings with feeder schools
- regular pupil progress meetings
- frequent consultation with parents/carers
- termly data analysis
- learning walks
- work scrutiny
- use of graduated response approach
- linking with specialist external agencies
- Request for advice (internal)
- Pastoral request (internal)

'All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.' (Department for Education, 2015, 6.14, SEND Code of Practice: 0-25 years)

How we evaluate the effectiveness of our SEND provision

Once a child has been identified as having a SEND need, class teachers, as with all children, will regularly assess learning. Summative assessments occur each term; these are used as a basis to see the measurable progress that has been made and the effectiveness of interventions put into place. The SENDCo will then collate this information and use it accordingly to ensure that each child is making progress throughout the academic year and that they are provided with the right tools in order to do so. Following the termly data-analysis, interventions will be put into place such as: 1:1 support, specific targeted programmes or pastoral support for any child who is working below age related expectations or who hasn't made the expected progress. After a minimum of 6 weeks, these interventions can then be evaluated, and the impact analysed – this will then help to see if the specific form of intervention is the right form for the child in question. Progress and provision will also be discussed within Pupil Progress meetings. Furthermore, the school's SENDCO, along with the school's governor responsible for SEND, will re-visit annually, the school's Accessibility Plan.

'The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.' (Department for Education, 2015, 6.54, SEND Code of Practice: 0-25 years)

Our approach to teaching children on the SEND register

In accordance with the 'code of practice,' at Walton Peak Flying High Academy we set high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people, so that our children can achieve well. We ensure this by adapting the curriculum, offering adult support, further learning opportunities and by using relevant scaffolds. Furthermore, we promote positivity and praise and believe that this enables each child to see the best in themselves. In addition to the above, in school we have staff who offer 1:1 support for children with specific learning needs and those who have received support from external agencies. To ensure targeted teaching, the school's SENDCo will converse with class teachers and assess accordingly. This will ensure early identification and implementation of support. For children that may require access to a more bespoke curriculum, we use a range of assessment toolkits including the Birmingham Toolkit, Celebratory Checkpoints, Formative Footprints, Boxall Profiles and WellComm assessments.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious.' (Department for Education, 2015, 6.12, SEND Code of Practice: 0-25 years)

How we adapt the curriculum and learning environment

Each curriculum subject lead has created a detailed plan of how best to support children with SEND within their subject – this is shared within all teaching and support staff to be referred to and implemented within lessons.

We use Derbyshire's Sensory Toolkit to adapt the learning environment to meet individual needs. For those who are awaiting a neurological assessment or, who are diagnosed as autistic, we follow the AET guidance around ensuring a less stimulating environment to avoid sensory overload – working closely also with external agencies such as the ISAS team.

'Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Department for Education, 2015, 6.12, SEND Code of Practice: 0-25 years)

The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils

We aim to ensure that every child, no matter their individual needs, are included and treated the same as everyone else. We do this through adapting the curriculum, offering a bespoke curriculum where required, through seeking advice from external agencies, through pupil voice, through adult support and through regular liaison with our families.

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.' (Department for Education, 2015, 6.12, SEND Code of Practice: 0-25 years)

Support for improving Social, Emotional Mental Health

Pastoral support in school is led by Miss Dolphin, who is also the school's Early Help lead. Working closely with both our children and their families, she has a great wealth of knowledge around how best to support our young people's social, emotional mental health – modelling best practice for all staff and providing key training where required.

Persistent disruptive or withdrawn behaviours do not necessarily mean a child has SEND. Where we have concerns, there will be an assessment to determine whether there are any learning difficulties and/or difficulties with communication or mental health issues. A multi-agency approach may be appropriate.

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour.' (Department for Education, 2015, 6.32, SEND Code of Practice: 0-25 years)

Staff expertise and training

Walton Peak Flying High Academy provides training for teachers and teaching assistants in a variety of ways. Some training is for all staff, whilst other training relates specifically to the member of staff and the role and responsibilities they hold.

We ensure that teaching assistants are appropriately prepared and trained to support the curriculum; and that pupils are not separated from the curriculum because of being supported by a teaching assistant. We may need to involve specialists such as speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. Parents / carers will always be involved in the decision to involve specialists.

Within school we have staff trained in the following areas:

- 🌐 ELSA
- 🌐 ADHD
- 🌐 Understanding the Impact of Sensory Processing Needs on Behaviour
- 🌐 Nurture Group Trained
- 🌐 Lego Therapy
- 🌐 Emotion Coaching
- 🌐 Positive Interactions
- 🌐 Makaton
- 🌐 Trauma and attachment

Securing equipment and facilities for children with SEND

Every school is allocated what is called a notional budget. From within this notional budget, the school is expected to allow for up to £6000 per child with SEND to provide support or resources to enable each child to make the same or better progress as their peers.

If, however, an amount greater than £6000 is required to ensure the right support for the child, the school would then apply for what is known as 'inclusion funding' (previously referred to as GRIP) this is a form of higher needs funding.

If a child requires ongoing support that neither the notional budget or inclusion funding could provide, the school's SENDCo may then suggest an EHCP (Education, Health and Care Plan) request.

'Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.'

(Department for Education, 2015, 6.99, SEND Code of Practice: 0-25 Years)

How we consult with parents of children with SEND

We recognise the important role parents/carers play in educating their children. We encourage feedback through regular discussions with parents to help improve our school. We have three parent/carer meetings a year where we share the child's support plan and we also run termly coffee mornings which are attended by the SENDCO and outside agencies. Parents/carers are encouraged to attend these informal meetings and support and help one another. We are always pleased to meet parents/carers at any other time. Please simply contact the school office.

Children who are looked after by the local authority, and have SEND, would be involved in meetings in the same way as all other children – sometimes in the meeting, and sometimes the views of the child would be collected before the meeting. The carer would be invited to take part in the meeting. A child who is looked after by the local authority also has a Personal Education Plan.

If you think your child may have a special educational need that has not been identified, parents / carers should talk to the class teacher initially. Working with the class teacher often helps to sort out worries and problems. Further support/advice may then be sought from the SENDCo or the Headteacher if required.

School staff will provide an annual written report for parents / carers on their child's progress.

If you're child has an EHCP in place, annual review meetings will be held where the school will work in conjunction with the child, their family and agencies involved to assess progress made and to plan for next steps.

'The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.' (Department for Education, 2015, 6.99, SEND Code of Practice: 0-25 Years)

How we consult with our young people with SEND

Within all meetings, we as a school, endeavour to involve the child within the review process by gaining their thoughts and feelings and acting upon this. Where a child does not feel comfortable and/or confident in attending a meeting, such as a child with communication needs, then their thoughts and feelings will be obtained through a more comfortable route.

We work hard to develop positive relationships with our children so that they feel safe and happy at school. We also use SEND Support Plans to share with professionals both internal and external, key information about each child with SEND. This document is created in conjunction with the child and their family as part of the assess, plan, do, review cycle.

'The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.' (Department for Education, 2015, 6.70, SEND Code of Practice: 0-25 years

Arrangements for handling complaints from parents/carers with children with SEN about the provision made at the school

If a parent / carer would like to talk to someone who is independent and knows about special educational needs, they can get advice from Derbyshire Information and Advice service (DIAS) or from national or local voluntary organisations.

If a parent / carer has a concern or a complaint, in most cases complaints would be successfully resolved informally by teachers, senior teachers and the headteacher. If a complaint cannot be resolved in an informal way and / or the complainant remains, the Headteacher would deal with the complaint formally following the complaints procedure agreed by the Governors. This can be found on the school's website under 'policies' – 'Flying High Trust Policies.'

How the governing body involves other bodies

At Walton Peak Flying High Academy, we work closely with our governing body. Key decisions are discussed with our governors, and we value the knowledge and expertise that they each bring to our wonderful school.

How the school involves other bodies in meeting pupils' SEN and supporting their families

As a school, we link with various external agencies in order to ensure that each child's individual needs are met and that barriers to learning are reduced/removed. Some of the agencies that we link with are:

Department	Key person/people	Contact details
ISAS (Inclusion support advisory service)	ISAT (Inclusion support advisory teacher) – Sally Hodson	Contact the ISAS team through the Derbyshire Local Offer
Early Help School Lead	Angela Dolphin	01246 234381
Educational Psychologist	TBC	Derbyshire Educational Psychology service can be found on Derbyshire Local Offer
Speech and Language Team	Dependant on child's key worker	01773525079
The Den, Chesterfield Royal Hospital	NA	01246 512096
Derbyshire Parent Carer Voice	Laura Aucote	info@derbyshireparentcarervoice.org

Transitional arrangements for children with SEND

Class teachers carefully prepare the children for the next Key Stage. Some SEND children will have individual transition plans to ensure a smooth move to the next stage. We liaise with outside agencies where applicable.

To support transition for children moving to Secondary School we share information with the school the child is moving to. We agree with parents / carers and pupils the information to be shared as part of this planning process. Where a child has an EHCP, the child's secondary school is invited to the child's annual review in the academic year before they are due to start.

'To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process.' (Department for Education, 2015, 6.57, SEND Code of Practice: 0-25 years)

Derbyshire's SEND Local Offer

For further information regarding Derbyshire's Local Offer, please visit the website below:

www.localoffer.derbyshire.gov.uk