

Walton Academy SEND Information Report 2025–2026

The information in this report describes Walton Academy's 'offer' for students with Special Educational Needs and Disabilities (SEND). We welcome your feedback and involvement in the review of our offer so please contact us if you would like to discuss anything within this report.

Key Contacts for 2025–2026:

Mrs Tiffany Bassan – SENDCo

Miss Jessica Leonard – Principal

Contact: tbassan@walton-ac.org.uk | 01476 563251

Walton Academy is a highly inclusive school, one which aims to support students with special educational needs by seeking to remove barriers to learning and participation. We value quality first teaching and aim to create a learning environment that can be flexible to meet the needs of all members of our academy. All teaching staff understand the additional challenges faced by students with special educational needs and/or disabilities and actively work towards ensuring all students have access to an appropriate education that affords them the opportunity to achieve their personal potential.

1. What kinds of special educational needs does Walton Academy provide for?

Walton Academy provides support for students with a wide range of needs, as outlined in the SEND Code of Practice (2015). These include:

- Cognition and learning needs
- Communication and interaction needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

We make reasonable adjustments and best endeavours as required by the SEND Code of Practice and we aim to ensure that all students, regardless of their individual needs, have equal access to high-quality education and enrichment opportunities.

Walton Academy provides and delivers:

- Quality first teaching
- An inclusive curriculum
- Scaffolded support for teaching and learning

- Adapted lesson resources
- Continued professional development in SEND for staff
- Classroom pathway support
- Classroom interventions

In addition to the above, to support students in each of the four areas of need, targeted individual support may include:

- Bespoke learning support plans including Education Support Plans and Pastoral Support Plans
- Pupil Passports
- Access materials e.g. overlays, laptops, writing slopes etc.
- Targeted support from Teaching Assistants
- Lunchtime support e.g. Nurture Group
- Exam Access Arrangements (where appropriate and permitted)
- Additional pastoral support
- Additional transition support for Year 6 students and those new to the Academy
- Advice for parents/carers and referrals to outside agencies
- Outside agency support e.g. WTT and BOSS
- Access to literacy / numeracy interventions such as IDL
- Access to interventions to support SEMH such as Feelings Detectives, ELSA, Zones of Regulation and Lego Therapy
- Bespoke timetables
- Alternative pathways e.g. off site provision
- Applications for additional support e.g. community paediatric referrals and EHCNA applications
- Access to The Hub

2. How does Walton Academy identify students with SEND?

We use a range of methods to identify students who may have SEND, including:

- Transition information from primary schools and a robust transition package including SENDCo visits
- Teacher referrals via the classroom pathway, supported by teacher observations and class-based assessments
- In house data analysis e.g. attendance, behaviour and attainment
- STAR Reader Assessments and screening tests
- Feedback from parents and carers
- Referrals from professionals

Once identified, the SENDCo, teachers and support staff work collaboratively using the Assess–Plan–Do–Review cycle.

3. What should I do if I think that my child may have special educational needs?

Walton Academy is committed to working in partnership with students, parents, carers and outside agencies to identify needs. If you have any queries or concerns regarding your child's education or progress please speak to their tutor, head of year or the SENDCo.

4. What is the school's approach to teaching pupils with SEND?

In line with the Code of Practice guidance on 'reasonable adjustments', a graduated approach is taken depending on the needs of the individual student. Our approach centres on quality first teaching, ensuring all students access high-quality lessons adapted to meet individual needs. At Walton we strive to ensure all students are able to access an inclusive curriculum and within lessons teachers and support staff provide scaffolding, visual aids, adapted resources, and targeted support. All staff receive ongoing training in SEND support.

5. How will the curriculum and learning environment be adapted for my child?

We are committed to providing an inclusive curriculum. Adaptations may include modified resources, flexible grouping, specialist input, and adjustments for physical or sensory needs. Education Support Plans, Pastoral Support Plans, Pupil Profiles and SEND Register Information help staff understand each student's strengths and needs.

6. How does the school evaluate the effectiveness of its SEND provision?

The impact of SEND support is reviewed regularly through the Assess–Plan–Do–Review process and progress is tracked and analysed within our Provision Map. Staff regularly monitor progress data and encourage pupil feedback. Termly data analysis takes place around academic attainment and the impact of interventions. Formal examination data is also used as a measure of success. Robust quality assurance processes are in place and our link governor for SEND provides support and monitors compliance.

7. How will I know how my child is doing?

Parents are informed through termly data points and parents' evenings. Parents of students with SEND are invited to contribute to their child's support plan and Pupil Passport within ESP, PSP and EHCP review meetings where information is shared regarding interventions and progress. Regular communication with staff is encouraged and Parents/carers can contact their tutor via email or by phoning. Parents can also contact the SENDCo directly to discuss progress. Regular SEND coffee evenings are also held to encourage parental involvement and to create a supportive community.

8. How are students with SEND involved in their education?

Students contribute to their Pupil Passports, share views in reviews and take part in mentoring and target-setting within Tutor Time. Quality assurance evidence is also gathered via student voice questionnaires.

9. How will my child be included in activities outside the classroom?

Walton Academy is fully inclusive and makes every effort to ensure all children have access to extra-curricular activities within the boundaries of health and safety and in line with school's duty to make reasonable adjustments.

10. What support is available for my child's wellbeing?

All staff are trained in and are sensitive to changes in children's behaviour and emotional state within the classroom and consult the pastoral team and/or safeguarding leads when required. The pastoral team, including heads of year and pastoral mentors, provide both ad-hoc and targeted support to those who might require it. Where appropriate, targeted interventions led by the SEND team may be offered to support wellbeing. These might include: Feelings Detectives, ELSA, Zones of Regulation and Lego Therapy.

11. What specialist services and expertise are available?

We work closely with external agencies including: Educational psychologists, BOSS, speech and language therapists/ECLIPS, SEST, MHST, autism outreach teams e.g. WTT, CAMHS, and health services.

12. What training do staff supporting SEND receive?

Teaching staff receive regular CPD focused on SEND and relevant staff have regular training relating to specific individual needs. Staff training is reviewed on a regular basis and updated as necessary by in-house or external providers/practitioners. A number of staff have accessed training to allow them to lead/support specific interventions. The SENDCo accesses up to date training on a regular basis and attends trust-wide network meetings. Key information and developments from training/meetings are shared during staff meetings and staff also have access to online training modules in a wide range of subjects. The SENDCo holds the NASENCo qualification.

13. How does the school support transitions?

Transition support for year 6 students include: primary school visits made by member of the senior leadership team and additional visits made by the SENDCo, a 3 day transition package, additional visits for targeted year 6 students and SENDCo attendance at primary handover meetings/EHCP or SEND based reviews. Within the academy, transitions are supported via in-year transfer planning. To support transitions to post-16 and beyond, advice and guidance is provided by our dedicated careers advisor. Post-16 students also receive a package of mentoring and guidance from their post-16 form tutors to support their next steps and prepare them for adulthood.

14. How does Walton Academy support social and emotional development?

We provide pastoral support, and wellbeing interventions, alongside anti-bullying and restorative programmes. Where appropriate, targeted interventions led by the SEND team may be offered to support social and emotional development. These might include: Feelings Detectives, ELSA, Zones of Regulation, Lego Therapy and access to Nurture Group.

15. How does the school handle bullying related to SEND?

Bullying is not tolerated. The Behaviour and Anti-Bullying Policy promotes inclusion and respect. All incidents are addressed promptly.

16. What should I do if I have a concern or complaint about SEND provision?

Speak to your child's tutor or head of year first. If unresolved, contact the SENDCo. Formal complaints follow the Diverse Academies Trust Complaints Policy.

17. How does Walton Academy involve the governing body and trust in SEND provision?

A SEND Link Governor meets with the SENDCo to monitor provision and compliance. Updates are reported to the Local Academy Board and trust leadership.

18. Where can I find more information?

Walton Academy website: www.walton-ac.org.uk

Diverse Academies Trust: www.diverseacademies.org.uk

You can find our SEND policy on our Trust website: <https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Special-Educational-Needs-and-Disabilities.pdf>

Our Extended Local Offer:

<https://www.lincsfamilydirectory.org.uk/kb5/lincs/fsd/service.page?id=haA8TyCONik&familychannel=1200>

Lincolnshire Local Offer: <https://www.lincolnshire.gov.uk/send-local-offer>

Nottinghamshire Local Offer: [Nottshelpyourself | Nottinghamshire's SEND Local Offer](#)

Key contacts

For further information about what we do, or for any support, please contact our:

SENDCo: Mrs Tiffany Bassan - tbassan@waltonac.org.uk

Assistant SENDCo: Mrs Aly Banner - abanner@walton-ac.org.uk

If you would like to know more or have any specific queries, please contact Mrs Bassan on 01476 563251

Date of Review: October 2025

Next Review Due: October 2026

Glossary of Terms and Acronyms

A

Access Arrangements: Adjustments made for exams or assessments (e.g., extra time, use of a laptop) to ensure students with SEND are not disadvantaged.

Alternative Pathways: Bespoke educational programmes, sometimes involving off-site provision, designed to meet individual learning needs.

Assess–Plan–Do–Review (APDR): A cyclical process used in SEND support to identify needs, plan interventions, implement support, and review outcomes.

B

Bespoke Support Plans: Individualised documents outlining a student's specific needs and strategies for support.

BOSS (Behaviour Outreach Support Service): An external agency supporting schools to manage and improve behaviour through specialist advice and intervention.

C

CAMHS (Child and Adolescent Mental Health Services): NHS services providing mental health assessments and treatment for children and young people.

Classroom Pathway: Walton Academy's internal process for staff to refer and support students who may have emerging SEND.

Cognition and Learning Needs: Difficulties related to understanding, memory, or processing information, which may affect literacy, numeracy, and reasoning.

Communication and Interaction Needs: Challenges with understanding or using language and social communication (e.g. speech, language, or autism-related needs).

CPD (Continuing Professional Development): Ongoing training and learning undertaken by staff to improve professional knowledge and skills.

D

Diverse Academies Trust/DAT: The multi-academy trust to which Walton Academy belongs.

E

ECLIPS (Extended Communication and Language Impairment Provision for Students): A service providing support and advice for children and young people with Developmental Language Disorder

EHCP (Education, Health and Care Plan): A legally binding document that outlines a child's special educational, health, and social care needs, and the support required to meet them.

EHNA (Education, Health and Care Needs Assessment): The formal process undertaken to decide whether a child requires an EHCP.

ELSA (Emotional Literacy Support Assistant): A trained staff member providing targeted emotional wellbeing support to students.

ESP (Education Support Plan): A personalised plan outlining strategies and actions to support a student's learning within school.

F

Feelings Detectives: A structured emotional wellbeing programme designed to help students recognise and manage their feelings.

H

Hub (The Hub): A designated support area within Walton Academy designed to support transition from Primary to Secondary school for students with EHCPs.

I

IDL (International Dyslexia Learning): A computer-based literacy and numeracy intervention programme that supports students with reading, spelling, or number difficulties.

Inclusion / Inclusive Curriculum: An approach ensuring all students, regardless of ability or need, can access and participate in learning opportunities.

Intervention: A specific programme or set of actions designed to improve skills or address an identified need.

L

Lego Therapy: A structured, play-based intervention used to develop communication, cooperation, and social skills.

Local Offer: Information provided by a local authority detailing available support for children and young people with SEND and their families.

M

MHST (Mental Health Support Team): A local mental health service supporting schools with early intervention for students experiencing emotional or mental health challenges.

N

NASENCo (National Award for Special Educational Needs Coordination): A statutory qualification for SENDCos in England, ensuring they are trained to lead SEND provision effectively.

Nurture Group: A lunchtime group intervention providing emotional, social, and behavioural support in a structured, safe environment.

P

Pastoral Support Plan (PSP): A short-term plan designed to support a student's behaviour, attendance, or wellbeing.

Pupil Passport: A concise student profile summarising strengths, needs, and effective strategies, shared with all staff working with that student.

Provision Map: A tool used by schools to record, monitor, and evaluate SEND interventions and support across the school.

Q

Quality First Teaching (QFT): High-quality classroom teaching that meets the needs of all learners, including adaptive strategies and inclusive practices.

R

Reasonable Adjustments: Changes made to remove barriers and ensure students with SEND can access education equally, as required by the Equality Act (2010).

S

Safeguarding Leads: Staff responsible for ensuring the safety and welfare of students in line with statutory safeguarding procedures.

Scaffolding: Support given to help students build independence in learning.

SEMH (Social, Emotional and Mental Health): A category of need involving emotional regulation, mental health, or social interaction challenges.

SEND (Special Educational Needs and Disabilities)

SENDCo (Special Educational Needs and Disabilities Coordinator): The qualified teacher responsible for overseeing and managing SEND provision within the school.

SEST (Sensory Education Support Team): A specialist team providing advice and support for students with visual or hearing impairments.

Sensory and/or Physical Needs: Needs relating to physical disability or sensory impairment (e.g., hearing or vision loss).

Social, Emotional and Mental Health (SEMH): Difficulties relating to emotions, relationships, or mental wellbeing that impact learning or behaviour.

Speech, Language and Communication Needs (SLCN): A range of difficulties involving communication and language use.

STAR Reader Assessment: A computer-based reading assessment used to monitor reading ability and progress.

T

Teaching Assistant (TA): Staff who support teachers and students, often providing targeted intervention or in-class assistance.

Transition: The process of moving between educational stages (e.g., Year 6 to Year 7, or post-16

education).

Trust: In this context, refers to Diverse Academies Trust, which oversees Walton Academy.

W

Wellbeing Interventions: Programmes designed to support students' emotional and mental health, such as ELSA or Zones of Regulation.

WTT (Working Together Team): A local autism outreach service providing specialist advice, assessment, and support for students with social communication difficulties, including autism.

Z

Zones of Regulation: A self-regulation framework that helps students identify emotions and develop strategies to manage them effectively.