



SEND Information Report

Reviewed: September 2024

Next review: September 2025

Question:	Response:
Who is the Special Educational Needs Co-ordinator (Inclusion Leader) at Waverley Abbey C of E School?	<p>Mrs Emma Munro is the school's Inclusion Leader and SENCO. She can be contacted via the school office on 01252 782321, or via email at senco@waverley-abbey.surrey.sch.uk</p> <p>Tom Sheppard is the school's link LGC member for SEND. He can be contacted via the school office.</p>
Who can parents/carers contact for further information?	<p>Primarily, parents/carers are encouraged to talk to their child's class teacher. All teachers can be available after school, please contact the school office on 01252 782321, or via email at info@waverley-abbey.surrey.sch.uk to arrange an appointment.</p> <p>If they have further questions or concerns, they are able to make an appointment with the child's year lead and or phase leader. The Inclusion Leader and the Headteacher are also available for appointments if necessary.</p>
What types of special educational needs are catered for at Waverley Abbey C of E School?	<p>Waverley Abbey is a mainstream junior school, which provides support for pupils across the four areas of need as set out in the SEND Code of Practice, 2015:</p> <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, emotional and mental health difficulties• Sensory and/or physical needs <p>We make reasonable adjustments to our practises so as to comply with the Equality Act (2010)</p>
How does the school identify and assess children with special educational needs?	<p>The school has a SEND policy which can be found on parents information section the school website (https://www.waverley-abbey.surrey.sch.uk/page/?title=Policies&pid=39)</p> <p>We pride ourselves on being an inclusive school. All staff at Waverley Abbey are skilled in the identification of concerns regarding the children's educational and social needs. The school is committed to early identification of additional needs and monitoring is rigorous, through the use of learning walks, observations and scrutiny of progress data.</p>



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	<p>In addition to these activities' year groups meet with Senior Leaders and the Inclusion Leader on a termly basis in pupil progress meetings to discuss progress of learners within their classroom. Decisions are made as to the most appropriate measures to support the learner.</p> <p>Where appropriate information from other professionals, e.g. Health or Social Care, is followed up through further discussion or assessment. The school is committed to working in partnership with parents and we work with parents to ensure the best possible outcomes for all pupils.</p> <p>All our teachers are teachers of Special Educational Needs.</p> <p>If the school or parents raise a concern over a pupil's progress we will work together to identify any specific learning needs. Having identified needs, we seek to match provision to need ensuring that a personalised programme can be developed:</p> <ul style="list-style-type: none">• Where there are concerns that a child is not making expected progress and may meet SEND criteria the class teachers will liaise with the Inclusion Leader and monitor the pupil for half a term to identify any specific learning or behavioural needs to ensure correct placement on the register.• This might involve additional support in class or short-term support in a small group in or out of class. This additional support is given by class teachers and Learning Support Assistants.• We monitor the impact of interventions through regular meetings and tracking of pupil progress.• Children who are identified as having a special educational need are then placed onto the schools' SEN Register• Children on the SEN Register will have a SEND Learning Plan which will lay out targets for the pupil to work towards. These are reviewed each term under the guidance of the Inclusion Leader and shared with parents at Parents' Evening. <p>The Headteacher and Assistant Head share information about the progress of children with additional needs with the local committee and the Trust.</p> <p>We also liaise closely with infant schools when children transfer to us in Year 3 or with their previous school if they transition at a different time. We liaise with our secondary provision to ensure a smooth a transition into Year 7.</p>
How does the school assess and review the	<p>All pupils' progress and attainment levels are monitored regularly by class teachers and Senior leaders. Year groups meet on a regular basis and discuss interventions and support children in their year group need, this information is</p>



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progress of pupils with SEND, and how does it evaluate the effectiveness of its provision for these pupils? (including opportunities to work with parents and pupils as part of this process)	<p>collated and recorded on the schools software Provision Map and termly provision maps are created. The class teachers and LSAs also meet regularly to discuss progress in relation to specific targets.</p> <p>If there are concerns that a child isn't making expected progress the class teacher will liaise with the Inclusion Leader to identify further interventions to support the child.</p> <p>We share progress feedback with all our pupils and their families and give guidance on how best to support the pupils regularly:</p> <ul style="list-style-type: none">• SEND Learning Plans, detailing targets and additional provision/interventions, are shared with parents three times a year. However, parents are welcomed to meet the team at any time to discuss their child's progress and review how the school is meeting their needs.• Additional reviews for children with EHCPs (Education, Health and Care plan) are also completed.• Progress and suggestions for support at home is discussed at termly parents' consultations.• Annual reports are shared with parents at the end of the Summer term.• 'Meet the Teacher' sessions are held at the beginning of each academic year; this is an opportunity for the school to share ideas of how parents can support at home.• Updates on the curriculum are shared through newsletters and the website.• Contact is made with parents through the Home Contact book and the school has a friendly open-door policy.• Parent Information sessions are organised to inform parents of school initiatives; for example, Maths computation, reading as well as outside agencies such as Freemantles and NAS.• A Parents' Handbook is available on the website. This includes an introduction to life at Waverley Abbey. It includes informative and useful reference points for new parents and provides an insight into the philosophy and expectations of our school.• Should further contact be needed, staff will arrange further meetings with parents.
What is the school's approach to teaching pupils with special educational needs, and how is the curriculum and learning environment adapted?	<p>Waverley Abbey is an inclusive school and we include all children in all aspects of school life.</p> <ul style="list-style-type: none">• We offer a broad and balanced curriculum which is adapted to support the needs of our pupils.• Quality First Teaching (or ordinarily available provision) is at the forefront of all that we do.• Regular observations, year reviews and pupil progress meetings help to ensure this is taking place in our classrooms.



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	<ul style="list-style-type: none"> • If a pupil has special educational needs, advice where appropriate is sought from outside agencies to help meet their needs effectively. • All teachers are teachers of SEND and we strive to ensure that all needs are met to enable all children achieve their full potential. Where necessary additional resources are purchased to ensure that children are able to access their learning fully. • We consider our environment to be fully accessible. • The school building is on two floors, but the first floor is accessible by a lift. • The Year 6 classrooms are in a main building with a ramp as well as steps. • Where there are steps into the main building, we have installed hand rails to aid access. • We have a disabled toilet. • We are vigilant about making reasonable adjustments where possible. If a pupil is unable to access the school, meetings are held with the Head of School, Inclusion Leader, parents and class teacher to investigate the barriers to accessibility and find solutions to overcome them. • Our policy and practice adhere to The Equality Act 2010.
<p>What additional support is available to pupils with special educational needs?</p>	<p>Through the use of quality first teaching (or ordinarily available provision), in addition to this provision and through adaptations our aim is for all pupils to make good or better progress with their learning.</p> <ul style="list-style-type: none"> • The teacher works with all children within their class in all subjects. Learning Support Assistants also support the children in their lessons. This is allocated on a needs basis and can be more focused and individualised (if specified in the child's EHCP) or small group support. • Children will be able to access in additions to the ordinarily available provision through adaptations and specific intervention programmes, this may be in small group and more individualised support within the classroom. • Where a child needs additional support to access their learning personalised provision is provided. For example, additional resources to aid concentration or subject –specific prompt sheets. Small group interventions that are delivered based on specific targets and 1:1 support is provided where appropriate and necessary. <p>Regular reviews of provision ensure that children with SEND are able to access targeted support to meet their needs.</p> <p>For some children referral to outside agencies, such as Language and Learning, Behaviour Support, Occupational Therapy or Educational Psychology, is necessary to ascertain further support and strategies in order to help the child</p>



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	<p>progress. If a child's needs cannot be met at SEND Support an application for an Education, Health and Care plan from the local authority will be considered in consultation with parents.</p> <p>The Inclusion Leader has regular meetings with the SEND Governor to share the impact of additional support and actions taken to support the progress of children with special educational needs.</p>
How does the school enable pupils with SEND to engage in the activities of the school together with children without SEND?	<p>Waverley Abbey is committed to inclusion and understands that pupils present with a range of abilities and needs. We strive to ensure that all children are able to participate in all aspects of school life including extra-curricular activities. Where there is safety or access concerns risk assessments are completed to ensure a pupil's, needs are met. Where necessary, additional and personal risk assessments are undertaken and all staff are made aware of individual adjustments made to accommodate specific children.</p> <p>In accordance with the legislation set out in the Equality Act 2010 we provide equal opportunities in education for all children. The school's admission arrangements are clearly set out in our Admissions Policy, available on our website.</p> <p>As a school we believe in developing a sense of self-worth and have a shared understanding of acceptable values and behaviour for all our pupils which ensure pupils are treated equally regardless of need. All staff are committed to this belief.</p> <p>We have the following measures in school to support cohesion amongst pupils:</p> <ul style="list-style-type: none">• Sessions to support children with their friendships and social skills as necessary• Pastoral support to individual pupils from learning support staff, teachers and the SENCO.• Relevant staff are trained to support medical needs and all staff receives training e.g. training about Epilepsy and Cystic Fibrosis as deemed necessary.• Our Behaviour Policy, which includes guidance on expectations, encouraging positive behaviours and sanctions, is fully understood and followed by all staff.• We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.• Learner voice is encouraged in a variety of ways e.g. pupil contributions to target reviews.• Year 6 children work as peer mediators during lunchtimes to support friendship difficulties that might occur.
What support is available for improving the	<p>As well as ensuring academic progress Waverley Abbey aims to develop pupil's social and emotional skills. Social, Emotional, Moral and Cultural education is embedded within our curriculum and practice. Through the use of</p>



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emotional, mental and social development of pupils with SEND?	<p>assemblies, lessons and other events children are taught our school Christian values. The class teacher has overall responsibility for pastoral, medical and social care of every child in their class, therefore they would be the parent's first point of contact.</p> <p>Our PSHE curriculum also focuses on developing well-rounded young people through emotional and social development.</p> <p>Emotional, mental health and social support is provided to all children whether or not they have an additional need.</p> <ul style="list-style-type: none">• In addition to this we have a number of LSAs who have had specific training to support children with the development of emotional skills. For example, we have four ELSA's who are trained in Emotional Literacy Support. Staff work with targeted children either in small groups or individually to support the development of emotional and social skills.• Relevant staff are trained to support medical needs and we also write individual care plans for children with specific medical needs where appropriate.• Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff.• We offer a lunchtime club for pupils with specific emotional or social issues who may need additional support during these unstructured times.• We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.• Learner voice is central to our ethos and this encouraged in a variety of ways and regularly. This includes our 'Worship' team and buddy system.• We liaise with various external agencies for support as necessary including Educational Psychology, LLS, Behaviour Support, Occupational Therapy, Mindworks and CAHMS. <p>We have five Designated Child protection Officers, who liaise with families and Surrey Children's Services.</p>
How will equipment and facilities to support children with SEND be secured? How are the school's resources	<p>Waverley Abbey has links with relevant agencies where specific equipment is required to meet needs. If additional advice is required this is also obtained. For example, a soundfield system had been incorporated in a classroom to cater for a pupil with a hearing impairment.</p>



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allocated and matched to children's special educational needs?	<p>The school's delegated budget for SEND assists with the employment costs of the support staff and Inclusion Leader, specific interventions and resources. Support and resources for children with EHCPs are in accordance with the individual requirements.</p> <p>When allocating resources and funding it is important to ensure that they are having an impact on pupil progress. The Provision Map provides an account of interventions being delivered across the school and illustrates the impact of these programmes. Senior leaders and the Inclusion Leader are then able to ensure effectiveness of provision.</p>
What training have the staff supporting children and young people with SEND had, or are having?	<p>The school is committed to providing in-service training for staff in relation to SEND. Particular needs and training are identified by both the Senior Leadership Team and the Inclusion Leader. This involves:</p> <ul style="list-style-type: none">• Inset sessions to address needs identified in the School Improvement Strategic Plan• Workshops and clinics involving external agencies• Peer mentoring/learning from others• Inset for staff involved with SEND throughout the school. For example, communication focused training, support in specific interventions and external training including attachment disorder and an awareness of ADHD.• Support staff having opportunities to develop specific skills to support pupil learning• Support and induction for newly qualified teachers and new-to-post support staff• Individual teachers and support staff are encouraged to attend courses relevant to the current needs of children in their class, and a budget is allocated for training needs.• Individual training needs with regards SEND are largely identified through the appraisal process in which all staff take part.• The Inclusion Leader has completed the National SENDCo Award• Additional specialist advice or training is gained from outside agencies, such as educational psychology or learning and language support
How are parents involved in the school? What arrangements are in place for consulting parents of children with SEN? How will I know how my child is	<p>Waverley Abbey recognises the importance of working in partnership with parents and carers. At the beginning of the Autumn term parents have the opportunity to 'Meet the Teacher' to gain an overview of the year ahead. In the Autumn and Spring term parents are invited to meet with their child's class teacher to discuss academic progress. An annual report is provided in the Summer term: this summarises the child's progress over the year. However, parents are welcome to make appointments to discuss their child at any time during the school year.</p>



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doing and how will you help me to support my child's learning?	<p>For children with special educational needs, SEND Learning Plans are shared termly and enables parents to support their child's learning.</p> <p>The school operates an open-door policy so that if a parent wishes to they are able to meet with staff to discuss any concerns regarding their child. Where there are outside agencies involved with a pupil, parents are invited to attend all reviews in order to facilitate collaborative working.</p> <p>Throughout the academic year there are a number of events where parents/carers are invited into the school to share in their child's learning journey. For example; parent consultations and year performances and showcases.</p> <p>The Friends of Waverley Abbey association (FOWA) encourages parents/carers to become more involved in school life through volunteering and running numerous events throughout the year. Parental engagement and views are sought throughout the year through the use of questionnaires in a range of areas to help improve the provision offered to their children.</p>
How does the school consult with children with special educational needs, and involve them in their education?	<p>At Waverley Abbey there is a high emphasis on ascertaining the voice of our pupils, through a range of teams, for example our School Council, Eco-Council and Faith Group. All pupils are able to take part in these teams regardless of ability.</p> <p>Waverley Abbey uses SEND Learning Plans on Provision Map for all children placed on our SEND register. The pINS are written in conjunction with the pupil and we encourage them to reflect on how they and others view themselves, what is important to them and what helps them to learn. Where a child has an Education, Health and Care plan their view is sought regarding their progress for the year and what their next steps are in preparation for their annual review.</p>
How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations?	<p>Our staff have a high level of expertise which we draw upon, there are occasions, however, when we need to seek advice for the specialist teachers at the Local Authority such as the Educational Psychologist or colleagues from the Specialist Teachers for Inclusion.</p> <p>Waverley Abbey has access to a range of services including Educational Psychology, Literacy, Learning and Language, Speech and Language therapy, Occupational Therapy and Behaviour Support. If necessary we are also able to refer pupils for whom English is an additional Language to Surrey County Councils race, equality and minority</p>



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What specialist services and expertise are available at or accessed by the school?	<p>achievement (REMA) service. If a referral is required for a particular pupil parents are consulted and encouraged to take part in the process to help support their child.</p> <p>In addition to support for pupils we can also refer to these services to access additional training for staff.</p> <p>We work closely with medical professionals in order to support children. All medical information and reports are strictly confidential. Where necessary, healthcare plans are implemented for children.</p> <p>We also have links with Surrey Children's Services and work with them if a child is deemed to be 'in need' or at risk of significant harm, however, this doesn't necessarily mean a child has SEND.</p>
What support services are available for parents of pupils with SEND?	<p>At Waverley Abbey we have links with a number of organisations which can provide support and advice to parents of children with special educational needs. For example:</p> <ul style="list-style-type: none">• Surrey Parent Partnership can be contacted via http://www.surreyparentpartnership.org.uk/.• Family Voice Surrey can also be contacted at http://www.familyvoicesurrey.org/• Information on further local services can be accessed via Surrey's 'Local Offer' search tool, available at Surrey Local Offer
How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?	<p>Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting:</p> <ul style="list-style-type: none">• The Inclusion Leader, Lower School Phase Leader and Year 3 lead visit our infant feeder schools in the summer term to discuss the needs of the children joining us in September.• Children joining us in September spend an afternoon at Waverley Abbey at the end of Year 2 to meet their new teacher and class.• Parents attend a welcome meeting during this pupil visit.• Additional transition visits are offered to any child that we feel could benefit from extra support; they have transition books with photographs and information about their new school to help allay anxieties. They are then able to share these with their family• Year 2 children also attend a Sports Morning at Waverley Abbey in the summer term.• New parents may make appointments to meet the new teachers to discuss any additional needs a pupil may have.



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	<ul style="list-style-type: none">• The inclusion leader attends Year 2 Annual Reviews of pupils with Education, Health and Care plans who will be joining the school.• The HSLW may make contact with any family that may require additional support prior to September for smooth transition. <p>We work closely with the local secondary schools to ensure a smooth transition of our Year 6 pupils to the next phase of their learning:</p> <ul style="list-style-type: none">• The Year 6 team and the Inclusion Leader meets with the appropriate representatives of the local secondary schools in the summer term to discuss all children as well as the children with additional needs.• The Year 6 pupils attend induction days at the secondary schools during the summer term.• If a pupil has an Education, Health and Care plan, the SENDCO from the secondary school they will be going to is invited to the Year 6 Annual Review.• Children are offered additional transition visits if required to allay any anxieties.
Where is the local authority's 'Local Offer' published?	<p>Surrey's Local Offer is available from Surrey Local Offer</p> <p>The website includes a directory of local services which may support children with special educational needs and/or their parents and carers.</p>
What are the arrangements for complaints from parents of pupils with SEND?	<p>In the event of a formal complaint parents are advised to contact the Headteacher. The Concerns and Complaints policy is published on the school website.</p> <p>The Parent Partnership helpline is available for parents who wish further information or support. The service can be contacted on 01737 737300.</p>



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Additional Information

Children will not necessarily access all of the provision mentioned in this document but will receive what is appropriate to their individual needs.

Please refer to the school prospectus and website for further information about the school <http://www.waverley-abbey.surrey.sch.uk>