



"All things are possible for one who believes" – Mark 9:23

WAVERLEY ABBEY CHURCH OF ENGLAND JUNIOR SCHOOL **Special Educational Needs and Disability Policy**

Reviewed: Autumn 2025

Next Review: Autumn 2026

Introduction:

At Waverley Abbey, **all** our teachers are teachers of children with special educational needs. We want everyone to feel that they belong and are respected and valued for who they are. We have high expectations for all but also give support when needed, so that everyone achieves their best. Every child is different and therefore learn in different ways. We believe and teach the children that fair is everybody getting what they need in order to be successful.

It is not unusual for any child to receive additional support in their learning and the support we offer is carried out in a caring and supportive way. We monitor a child's progress carefully and ensure that all relevant adults are involved in the education plan.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0-25 years (SEND Code of Practice).

Vision:

Every member of Waverley Abbey is a child of God who learns to live a life of love, compassion and hope within our school family on their way to fulfilling their God-given potential. We want children to leave having grown in faith and courage and established on their spiritual journey.

All things are possible for one who believes. Mark 9:23

Definition of SEND

At Waverley Abbey, we use the definition for SEND and for disability from the SEND Code of Practice (2014), this states:

SEND: "a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England."

Disability: many children or young people who have SEND may have a disability under the Equality Act 2010, that is "a physical or mental impairment which is long term and substantial adverse effect on their ability to carry out normal day-to-day activities."

Aims and Objectives:

Aims

At Waverley Abbey; children, regardless of their particular needs, are provided with inclusive teaching and provision which will enable them to make the best possible progress in their development and feel that they are a valued member of the wider community.

- We aim to have a curriculum that is accessible to and inclusive of all children, and which meets their needs
- We strive to give children with SEND the support they need.
- Our aim is for all children to work independently in class and work cooperatively in group sessions.
- We believe that all children learn best with the rest of their class or peer group.
- We aim for all pupils with SEND to meet or exceed the high expectations set for them based on their age and starting points.
- We will set ambitious outcomes (educational and other) for children following discussion with the family and the child.
- We involve the child when setting targets.
- We work to ensure that all children become confident individuals, who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

Objectives

- To work within the SEND Code of Practice to ensure a clear process for identifying, assessing, planning, providing and reviewing for children who have SEND, alongside both the children and their parents/carers.
- To deliver a programme of training and support for all staff working with children with SEND, that develops our practice within the guidance set out in the SEND Code of Practice.
- The Local Committee and teaching staff strive to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities.
- All staff and the local committee in the school are aware of the importance of identifying and providing for children who have SEND.

Key roles and responsibilities:

The Inclusion Leader has day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have Education, Health and Care Plans (EHCPs). Part of the role of the Inclusion Leader to co-ordinate arrangements with the class teacher regarding those children with SEND.

Inclusion Leader: Emma Munro

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Staff in school with specific roles

SEND LC member: Tom Sheppard

Designated Teacher for Safeguarding and Looked After Children (LAC): Debs Morris

Lead for Behaviour and Welfare: Rebecca Marshall

Home School Link Worker: Rachel Parker-Swann

ELSA (Emotional Literacy Support Assistant): Rachel Parker-Swann

LSA (Learning Support Assistants): every class has one LSA, sometimes two depending on the need of the class. They support either a specific child, specific children and provide in-class support to all under the guidance of the class teacher. They also carry out interventions agreed with the class teacher and SENCO.

Staff expertise/training and development

Teachers and Learning Support Assistant attend training courses and conferences (as required) regarding how to identify and support children with a variety of additional needs. The school Inclusion Leader provides regular training for all school staff.

Role of the Local Committee

It is the statutory duty of the Local Committee (LC) to ensure that the school follows their responsibilities to meet the needs of children with SEND following the requirements of the SEND Code of Practice. The LC member with particular responsibility for SEND is Tom Sheppard.

Context and relationship to other policies:

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 years (July 2014). It has been written with reference and in conjunction with the following policies:

- Teaching and learning
- Equality
- Assessment
- Behaviour
- Anti – bullying

Identification of Special Educational Needs:

The SEND Code of Practice (July 2014) identifies four broad areas of need:

Communication and Interaction – children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning – children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health – children 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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

sensory and/or physical – children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Identifying children with SEND

The identification of SEND is a whole school approach and process, this entails monitoring the progress and development of all children. The purpose of identification is to work out what actions need to be taken, not to fit the child into a category. Identification takes into consideration a range of sources, including observations, assessments, regular school monitoring, advice for professional bodies (where appropriate and necessary) as well as discussions with parents/carers.

The graduated approach

A process of on-going teacher assessments, observations and monitoring and termly pupil progress meetings identify children making less than expected progress given their age and individual circumstances. When a child fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy skills; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follows an 'Assess, Plan, Do, Review' approach.

In deciding whether to make special education provision, the teacher and the SENCO will consider all the information gathered. Extra teaching or intervention may be put in place as a child's response to such support can help to identify their particular need. If the support needed can be provided by the school's **ordinarily available provision** or core offer, then a child might not be considered SEND and will not be placed on the SEND register. If, however, the support required is **additional to** or **different from** what is ordinarily available the child will be placed on the SEND register at SEND Support.

When children are initially monitored and when they are placed on the SEND register, the school follow the four-part cycle of the 'Assess, Plan, Do, Review' approach:

- Assess – we will regularly assess all children's needs so that each child's progress and development is carefully tracked. In some cases, we may draw on assessments and guidance from other professionals
- Plan – where SEND Support is required the teacher (with guidance from the SENCO) will put together a SEND Learning Plan which outlines targets, adjustments, resources, interventions and support put in place for the child. These plans and targets will be discussed and shared with all working with the children, the child and the parents/carers.
- Do – the class teacher is responsible for working with the child on a daily basis and will also liaise closely with all support staff who work with the child. They will monitor the progress being made. The SENCO will provide support, guidance and advice.
- Review – the plan including the impact of the support and interventions will be reviewed each term by the class teacher and discussed with parents/carers. This will inform the planning of the next steps.

SEND Register

The school keeps a register of children who have special educational needs and/or disabilities. This is a way of formalising the additional support that is needed in school and helps us enlist the support of outside agencies e.g.

Speech and Language Therapy, Educational Psychology when required. Each child on the register with an individual plan (as detailed above) that is tailored to meet their needs.

A child's name will be included on the SEND Register for the following reasons:

- The child has communication and/or interaction difficulties, and continues to make little or no progress;
- The child makes little or no progress, despite teaching approaches that are targeted towards a child's identified area of weakness;
- The child shows signs of difficulty in developing literacy, language or mathematics skills which result in poor attainment in some curriculum areas;
- The child presents persistent emotional or behavioural difficulties which are as a result of other difficulties e.g. social problems, limited communication skills etc.
- The child has sensory and/or physical problems, and continues to make little or no progress, despite the provision of specialist provision.

Children on the SEND Register are in one of two categories:

SEND Support Children who need help that is ***additional to*** and ***different from*** the rest of the class will be entered on to our Special Educational Needs and Disability (SEND) Register. These children are then described as receiving "SEND Support."

Children can have very different needs from one another and so each child will be given the support that is right for their needs. This will mean that some children require a lot of support whereas others may not need as much e.g. one child might need further support in maths and literacy whereas another child might need a physiotherapy programme for 10 minutes per day.

SEND Provision

What does additional support mean? SEND support can take many forms. This could include:

- a special learning programme or intervention for a child e.g. Social skills group
- extra help from a teacher or a Learning Support Assistant
- making or changing materials and equipment
- working with a child in a small group
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

Education, Health and Care Plan (EHCP) In a few cases, the additional support that is needed is to address more complex needs. The purpose of an EHCP is to provide clear, structured support for any difficulties that the child has and will identify strategies and recommendations to help the child and the outcomes necessary to achieve it. For children with an EHCP, the Local Authority must review the plan annually. This is done with the SENDCO and the class teacher. Transition reviews are normally attended by the case officer as well.

Managing the needs of children on the SEND register

Each child with SEND is an individual and their SEND Learning plan is tailored to meet their particular need(s). SEND Learning Plans are developed, shared with and reviewed termly with parents/carers as well as the child using the software Provision Map. Provision and interventions may include:

- Classroom organisation and management
- In-class support by teacher/LSA
- Small group work
- Home/school learning
- Behaviour support programmes
- Use of specialist equipment
- Alternative teaching strategies
- Visual supports and aids
- Support materials e.g. Numicon
- Specific intervention programmes such as Power of Two
- Emotional Literacy groups
- Play Therapy
- 1:1 interventions e.g. Phonics.

The plans will be outcome focused and will outline adjustments, resources, interventions and support put in place for the child. Parents and child will be involved in developing the plan through regular termly meetings.

The class teacher is responsible for working with the child on a daily basis and will also liaise closely with support staff who also work with the child. The SENDCO will provide support, guidance and advice for the teacher and support staff where needed and where necessary.

The SEND Learning Plan is reviewed each term by the class teacher and in liaison with support staff, as well as when appropriate the SENDCO and other senior leaders.

Where there are outside agencies and professionals involved this takes the form of a Team Around the Child Meeting (TAC) or Team Around the Family Meeting (TAF).

Moving to an Education Health and Care Plan (EHCP)

When a child's needs continue to be significant we may start the process for an application for the child to be assessed for an EHC Plan. We work with the child, family and all relevant agencies (such as Educational Psychology, Speech and Language Therapy etc) to find out what is going well and what might be getting in the way of progress. This documentation provides a picture of the child and ensures that their voice and that of their family is heard and represented in the plan. It includes the One Page Profile as well as information about the family and their aspirations, assessment information and details about the child's special educational needs.

Generally, we may apply for an EHC Plan if:

- the child has a disability which is lifelong and which means that they will always need support to learn effectively
- the child's achievements are significantly so far below their peers

Having a diagnosis (e.g. of ADHD, ASD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan if approved which will record the decisions made at the meeting.

For further information about the process please see page 3 of the EHCP Process Guidance on Surrey's local offer website ([information/SEND resources/EHCPs](#)).

Use of outside agencies

The school benefits from involvement with Specialist Teachers, Educational Psychology Services, Advisory Services for visual and hearing impairment, speech and language specialists as well as Primary Mental Health Workers. These agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly.

Supporting pupils with medical conditions

At Waverley Abbey we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case we will comply with our duties under the Equality Act 2010. For further information please see our Equality policy which can be found on our website.

Criteria for removing children from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with Quality First Teaching and the ordinarily available provision, they may be removed from the SEND Register. The school will continue to monitor children recently removed from the register to ensure good progress is maintained.

Teaching and Learning / Inclusion:

All the teachers in the school are teachers of children with Special Educational Needs. As such Waverley Abbey Junior School adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice. This includes a commitment to Quality First teaching that effectively meets the learning and development needs of all children, recognising each child is unique and different. Inclusive teaching at Waverley Abbey Junior School involves the removal of barriers to learning by creating an enabling learning environment that supports all learners, adapted teaching including the use of appropriate access strategies, care for children's emotional and social development and high expectations for all children.

The progress of all children, including those with SEND, is carefully monitored by the Senior Leadership Team and teaching staff to enable early identification of any barriers and to ensure children fulfil their potential.

The staff at Waverley Abbey are committed to identifying and providing for the needs of all children in a wholly inclusive environment. All children with SEND are afforded the same rights as other children in terms of their admission to school.

Access to the Curriculum

The Curriculum will be made available for all children, including those with SEND. Where pupils have SEND, a graduated response will be adopted. The school will make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for children with SEND to match the nature of their individual needs and the class teacher and inclusion leader will keep regular records of the children's SEND, the action taken and the outcomes.

There will be flexible grouping of children so that learning needs may be met in individual, small grouping or whole class contexts. The curriculum will be adapted to meet the needs of individual children; teaching styles and flexible groups will reflect this approach. Where children require specific resources or teaching strategies to access learning, teachers (with support from the inclusion leader and outside professionals) will ensure that these are available and used effectively.

Schemes of work and approaches to teaching and learning for children, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils, who have marked learning difficulties.

Parent Participation:

The school will actively seek the involvement of parents in the education of their children. We recognise that parents know their children best and are their first educators. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success. Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice.

Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency. The school will work to ensure that children are fully aware of their own needs and the targets in their plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Transition between phases:

Transition can be a difficult time for children with SEND and we will aim to support individual needs of children to make transitions as smooth as possible.

Key Stage 1 to Key Stage 2

We liaise with infant schools on all children joining us, where possible the SENCO will attend any annual reviews of children with an EHCP. We have an additional transition event for any child flagged by our infant schools as well as holding a whole year group transition afternoon to meet class teachers, spend time in their classrooms, familiarise themselves with the school.

Key Stage 2 to Key Stage 3

Liaison with secondary schools take place in the summer term. For children with an EHCP their annual reviews, where possible, will be completed in the Summer term of Year 6 with the Secondary School SENCO being invited. Additional transitions arrangements are made with Secondary Schools e.g. extra visits.

Between year groups in school

We also support transitions between year groups e.g. year 3 to 4 etc. Children are given opportunities to visit new class teachers, classrooms prior to moving up. We also have a 'move up' morning that all children take part in to meet their new teacher. Transition booklets may be provided to some children to support familiarisation.

Surrey SEND Local Offer:

Parents can access the Surrey Local Offer in their website: <https://www.surreylocaloffer.org.uk/> This provides information for parents/carers about what is available in the local area.

SEND Information Report:

Surrey requires all of its schools to answer a list of frequently asked questions regarding their provision for special educational needs and disability. These questions have been answered in the school's SEND Information Report which can be found under the SEND tab on our website.

Storing and managing information:

Information on children with SEND is stored mainly electronically on the school's server and within the MIS (management information system). All relevant information is shared between teaching staff and support staff. All staff are aware of confidentiality. When a child moves to another school, all records are forwarded to them securely.

Arrangements for the Treatment of Complaints:

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting children's needs. All complaints are dealt with in-line with school policy and procedure, please refer to the school Complaints Policy.

Evaluating and Reviewing Policy:

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in provision plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need and quality of teaching of children with SEND
- Success of early intervention
- Academic progress and development of children with SEND
- Improved behaviour of the children, where this is appropriate
- Attendance
- Consultation with parents
- Children's awareness of their targets and achievements