Special educational needs (SEN) information report

Waverley Abbey C of E Junior School

September 2026

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website: SEND Information Report and Policy - Waverley Abbey C of E Junior School - Together We Care, Learn and Achieve in the name of Jesus, the Good Shepard.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

This report is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

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Local approval:	Local Committee	Local author:	SENCO
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1. What types of SEN does the school provide for?

Waverley Abbey C of E Junior School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained to teach learners who may have difficulties with the areas outlined below.

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010) and the Children and Families Act 2014 (PART 3 Children and young people in England with Special Educational Needs or Disabilities).

As an Academy in The Good Shepherd Trust, the Trust is the Admission Authority for the school and has agreed a Published Admission Number (PAN) of 120 pupils for year group with the Local Authority (LA).

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Emma Munro. She is also our Inclusion Leader and Assistant Head.
She is allocated 4 days a week to manage SEN provision and her SENCO working days are nornally Monday, Wednesday, Thursday and Friday
She can be contacted via: Phone: 01252 782321 Email senco@waverley-abbey.surrey.sch.uk Please note that we aim to return calls or emails within 48 working hours.
She is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in December 2023. Our SENCO has 4 years' experience in this role and has worked as a teacher for 15 years.



SEN administrator

Our SEN administrator is Mrs Rachel Parker-Swann. She is also our HSLW, ELSA and a part of the DSL team.
She is allocated 7 hours a week for SEN administration.
She can be contacted via: Phone: 01252 782321 Email: hslw@waverley-abbey.surrey.sch.uk Please note that we aim to return calls or emails within 48 working hours.

Local Committee

The Local Committee member with responsibility for SEND is: Tom Sheppard

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Class teachers have had training from a variety of outside agencies including Freemantles, Helen Arkell, NAS, Barnardo's and our Specialist Teachers in Inclusive Practice team. They have delivered training on a variety of SEND and Inclusion areas including Dyslexia (Helen Arkell), ASD (NAS), ADHD (Barnardo's), Emotion Coaching (Educational Psychologist) and inclusive teaching strategies.

Learning Support Assistants (LSAs)

We have a team of 20 LSAs, who are trained to deliver SEN provision. We also have two trained Emotional Literacy Support Assistants (ELSA).

Learning Support Assistants have been trained to deliver interventions such as Literacy for All, Precision teaching, Colourful Semantics, Lexia. In the last academic year, LSAs have been trained in ND strategies, SALT Receptive and Expressive Language, Emotion Coaching, Trauma-Informed approaches.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Specialist Teaching in Inclusive Practice (STIPs) team
- Freemantles Outreach team
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- School nurses
- Child and adolescent mental health services (Mindworks/CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you in for a meeting to discuss them	We will decide whether your child needs SEN Support
If you think your child might have SEN, the first person you should tell is your child's teacher. To contact your class teacher, please either use your contact book or send an email into the school office. They will pass the message on to our SENCO, Mrs Munro, who will liaise with the class teacher. Either the class teacher or the SENCO will contact you from there. You can also contact the SENCO directly: senco@waverley-abbey.surrey.sch.uk	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.	If we decide that your child needs SEN support, we will communicate this with you and your child will be added to the school's SEND register. A SEND Learning Plan will then be produced. We will also create a One-Page Profile / Pupil Passport that captures your child's views. The SEND Learning Plan which includes the One-Page Profile is available to view on EduKey Provision Map which you will be given information to access online.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of special educational needs and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This is done through regular team and pupil progress meetings.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. We will use the graduated approach (section 5) to monitor this. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the Year Lead, Phase Lead and SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO or a member of the middle or senior leadership team will observe the pupil in the classroom and or in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also look at your child's progress and development.

The class teacher and or the SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

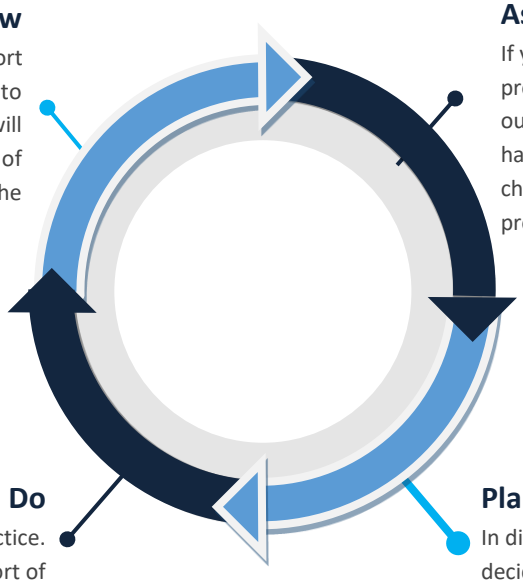
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be informed of the decision by the class teacher.

If your child does need SEN support, their name will be added to the school's SEND register, and the class teacher will work with the SENCO and you to create a SEND Learning Plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through ordinarily available provision and may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide an annual written report on your child's progress written by the class teacher at the end of the summer term. We will also produce termly SEND Learning Plans, which are published before parents' evenings.

Your child's class teacher will meet you formally two times a year at our parents evenings to:

- Set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO is also available for meetings at parents' evenings.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If you have concerns that arise between these meetings, please contact your child's class teacher. This can be done through the school office / school office email or a child's contact book.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Discussing what is important to them and creating their One-Page Profile together
- Attend meetings to discuss their progress and outcomes
- Prepare their views through a series of questions statement

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. All our teachers and teachers of Special Educational Needs.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate or adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style or content of the lesson.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in small groups and in some cases on a 1:1 basis

We may also provide the following interventions:

AREA OF NEED	POSSIBLE PROVISION	POSSIBLE INTERVENTIONS
Communication and interaction	Visual timetables Social stories / Comic Strip cartoons	Colourful Semantics Language for Thinking Speech and language therapy as directed by Surrey SALT

Cognition and learning	Scaffolded learning Adapted tasks	Literacy for All Lexia Plus One / Power of Two Precision Teaching Pre-teaching
Social, emotional and mental health	Structured Learning breaks Check - ins	TalkAbouts Lego Therapy ELSA
Sensory and/or physical	Adapted classroom displays Structured Learning breaks Structured Sensory breaks	Motor Skill Activity box Occupational Therapy programme

These interventions are part of our contribution to Surrey's local offer (see section 18).

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards the targets in their SEND Learning Plan each term
- Reviewing the impact of interventions half termly or termly (usually an intervention will run for 6 – 8 weeks)
- Monitoring by the class teacher
- Pupil progress meetings with include class teachers, year leads and senior leaders
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority, which will be an Educational Health Care Plan assessment request.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips and to participate in sports days/swimming galas, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included in a way that suits them.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We provide an inclusive education and welcome applications from all pupils, including those with Special Educational Needs and Disabilities. We work closely with parents, carers, previous settings, external professionals and the Local Authority to ensure that appropriate information is shared and effective transition arrangements are put in place to support pupils joining the school.

In accordance with the School Admissions Code, any child with an Education, Health and Care (EHC) Plan that names the school will be admitted before any other places are allocated. We work collaboratively with the Local Authority throughout the consultation and admissions process to ensure that the provision identified within the EHC Plan can be effectively implemented and that appropriate support is in place from the outset.

Our oversubscription criteria are applied fairly and transparently and do not disadvantage prospective pupils with SEND or disabilities. Admission decisions are made in line with the published admissions arrangements and are not influenced by a child's additional needs or disability.

13. How does the school support pupils with disabilities?

Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum, these include laptops and iPads for use by some pupils who find them beneficial for learning as well as for example, exercise books with coloured paper to help pupils with dyslexia and exercise books specifically designed for pupils who are visually impaired. Through our Assembly Programme and PSHE curriculum, we promote understanding and acceptance of SEND and disabilities, helping pupils to recognise and celebrate individual differences, develop empathy and respect for others, and understand how they can support and include one another within our school community.

Our environment is adapted to the needs of pupils and parents/carers as required. This includes:

- Seating
- Ramps
- Handrails
- Lift access
- Chair Lifts
- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height
- Reasonable adjustment processes

Please see our Accessibility Plan for further information: Policies - Waverley Abbey C of E Junior School - Together We Care, Learn and Achieve in the name of Jesus, the Good Shepard

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the wider school, this includes school council, eco-council and our buddy system (year 6 with the year 3 children)

- Some pupils with SEN are also encouraged to be part of Lunchtime club to promote teamwork and building friendships.
- We have a range of pastoral support provision and pastoral interventions available, this includes our Morning Group in The Hive, meet and greets, nurturing spaces across the school.
- We have a 'zero tolerance' approach to bullying. Please see our Behaviour Policy and Anti-bullying policy for further information: Policies - Waverley Abbey C of E Junior School - Together We Care, Learn and Achieve in the name of Jesus, the Good Shepard

15. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend together a handover meeting when the pupil's SEN is discussed
- Schedule sessions with either or both the incoming teacher and incoming Learning Support Assistant towards the end of the summer term
- Schedule visits to the incoming year group classrooms and areas.

Between schools

Year 2 to 3 transition:

The Lower Phase Lead, Year 3 Lead and SENCO will meet with our Infant school to discuss the needs of all the children including those you are receiving SEN support. The Infant schools will identify children you will require more than the ordinarily available transition sessions to be invited for:

- additional tours
- a stay and play session.

We will also identify children who may also need an additional visit to them in their current school

Year 6 to 7 transition:

The SENCO of the secondary school will come into our school for a meeting with class teachers and the SENCO where needed. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently

16. What support is in place for looked-after and previously looked-after children with SEN?

Our Designated Teacher for looked-after and previously looked-after children is Ms Debs Morris. She is also our Designated Safeguarding Lead and Assistant Head,
She can be contacted via: Phone: 01252 782321 Email: dsl@waverley-abbey.surrey.sch.uk Please note that we aim to return calls or emails within 48 working hours.

Ms Morris will work with Mrs Munro, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy, which can be read here: Policies - Waverley Abbey C of E Junior School - Together We Care, Learn and Achieve in the name of Jesus, the Good Shepard

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Global Mediation is the independent mediation contact for Surrey. It is free of charge and your conversation will be confidential. For more information please visit Surrey's website here.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local authority's local offer. Surrey publishes information about the local offer on their website:

- Surrey Local Offer website

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

- SEND advice Surrey

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages