



## WAVERLEY ABBEY JUNIOR SCHOOL School Offer

### Questions

### School Response

**1 How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

We are fully committed to the well-being and education of all children that come to our school. The staff are skilled in identification of concerns regarding the children's social and educational needs.

The school is committed to early identification of additional needs and monitoring is rigorous:

- Information is collected through visits and liaison with the SENCOs and Year 2 teachers of feeder schools in order to identify and prepare for children coming into Year 3 in the autumn term.
- Information is gathered on entry related to children's medical and physical needs.
- Pupil progress is monitored by teaching staff and the Senior Leadership Team through scrutiny of assessment data and observation of pupils. Difficulties are reported to the SENCO.
- Information from other professionals, e.g. Health or Social Care, is followed up through further discussion or assessment as appropriate.
- Parents who have concerns are encouraged to make an appointment to see the class teacher or SENCo. The SENCo can be contacted via the school office.



<b>2</b>	<b>How will early years setting / school / college staff support my child/young person?</b>	<p>All our teachers are teachers of Special Educational 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"><li>• This might involve additional support in class or short term support in a small group out of class. This additional support is given by class teachers and Learning Support Assistants.</li><li>• Children receiving extra support have a provision map which will lay out targets for the pupil to work towards. These are reviewed each term under the guidance of the Senco.</li><li>• We monitor the impact of interventions through regular meetings and tracking of pupil progress.</li><li>• The head teacher shares information about the progress of children with additional needs with governors.</li></ul>
<b>3</b>	<b>How will the curriculum be matched to my child's/young person's needs?</b>	<p>We expect all our teachers to differentiate to meet the needs of all learners and adopt consistent Wave 1 strategies, e.g.</p> <ul style="list-style-type: none"><li>• for a pupil with Speech, Language and Communication needs, a teacher might use simplified language</li><li>• for a pupil with autism, a teacher might produce visual supports</li><li>• for a pupil with dyslexia, a teacher would not expect the pupil to copy work from the whiteboard.</li></ul>



4	<b>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b>	<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"><li>• Progress is discussed at termly parents' consultations. Suggestions for support at home are also discussed at these consultations.</li><li>• We share what can be done by parents at home to supporting the learning at school at 'Meet the Teacher' sessions at the beginning of each academic year.</li><li>• Updates on the curriculum are shared though newsletters and the website.</li><li>• Contact is made with parents through the Home Contact book and the school has a friendly open door policy.</li><li>• Parent Information evenings are organised to inform parents of school initiatives.</li><li>• A Parents' Handbook is available on the website.</li><li>• Should further contact be needed, staff will arrange further meetings with parents.</li></ul>
5	<b>What support will there be for my child's/young person's overall well-being?</b>	<p>We believe in developing a sense of self-worth, a shared understanding of acceptable values and behaviour for all our pupils:</p> <ul style="list-style-type: none"><li>• The Home School Link Worker runs groups to support children with their friendships and social skills.</li><li>• The Senco offers pastoral support to individual pupils.</li><li>• Relevant staff are trained to support medical needs and in some cases all staff receive training e.g. training about Epilepsy and Cystic Fibrosis.</li><li>• Our Behaviour Policy, which includes guidance on expectations, encouraging positive behaviours and sanctions, is fully understood and followed by all staff.</li><li>• We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</li><li>• Learner voice is encouraged in a variety of ways e.g. pupil contributions to target reviews.</li><li>• Year 6 children work as peer mediators during lunchtimes to support friendship difficulties that might occur.</li></ul>



		<ul style="list-style-type: none"> <li>• The school council meet regularly to discuss anything that the children feel they would like to develop in school.</li> </ul>
6	<p><b>What specialist services and expertise are available at or accessed by the setting / school / college?</b></p>	<p>Some of our staff are trained in specialist areas and we work collaboratively with external partners:</p> <ul style="list-style-type: none"> <li>• The SENCo has expertise in working with children with autism and is a qualified specialist teacher for dyslexia.</li> <li>• We have a number of established relationships with professionals in health e.g. occupational therapists, speech and language therapists.</li> <li>• We liaise with Surrey County Council's Advisory Teachers for additional support and advice about learning and language and for behaviour. We also liaise with Surrey County Councils' Educational Psychology Service when we have concerns about a pupil's progress.</li> <li>• We access Autism Outreach from Freemantles School.</li> <li>• We have close links with the Helen Arkell Dyslexia Centre who use us as a training school and offer focused additional 1:1 support to individuals with their trainee students.</li> </ul>
7	<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<p>Our SENCo is a qualified teacher and has a Level 5 Specialist Teacher of Children with Dyslexia Diploma. She attends the Annual Surrey County Council SEN Conference and disseminates information gathered at this to all staff. All staff are offered regular training opportunities. Staff have been involved in the Early Bird ASD support programme and a number of staff have attended ELKLAN, Jump Ahead training and dyslexia specific training.</p>



8	<b>How will my child/young person be included in activities outside the classroom including school trips?</b>	<p>Our school promotes involvement for all our learners in all aspects of the curriculum including activities outside the classroom.</p> <p>Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met.</p> <p>Where applicable parents are consulted and involved in planning e.g. after a meeting with parents, it was decided that a pupil with autism would take part in a residential trip, but he would be picked up each evening rather than sleeping over.</p> <p>We always produce thorough risk assessments of all off-site activities.</p>
9	<b>How accessible is the setting / school / college environment?</b>	<p>We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible.</p> <ul style="list-style-type: none"><li>• The school building is on two floors, but the first floor is accessible by a lift.</li><li>• The Year 6 classrooms are housed in huts with steps, but portable ramps have been created to allow access to them.</li><li>• We have a disabled toilet.</li><li>• We are vigilant about making reasonable adjustments where possible. If a pupil is unable to access the school, meetings are held with the Head teacher, Senco, parents and class teacher to investigate the barriers to accessibility.</li></ul> <p>Our policy and practice adheres to The Equality Act 2010.</p> <p>We seek to make links with the local community, including the Pakistani community next door to the school.</p>



**10 How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?**

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:

- The Senco and Head of Year 3 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 in the evening, following the pupils' visit.
- Year 2 children also attend a Sport's Morning and Music 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.
- The Senco attends Year 2 Annual Reviews of pupils with Education, Health and Care plans or Statements who will be joining the school.
- 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 anything to give them confidence. They are then able to share these with their family.
- The HSLW makes contact with any family that may require additional support prior to September for smooth transition.
- Transition groups are offered to children who we feel would benefit from additional support to develop their confidence about the process.

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:

- The Senco meets with the Sencos of the local secondary schools in the summer term to discuss 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 or a Statement, the Senco 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 develop their confidence.



		<ul style="list-style-type: none"><li>• The Senco meets with individual children to prepare them for moving onto secondary school, if needed.</li></ul>
<b>11</b>	<b>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</b>	Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money service, so all interventions are costed and evaluated.
<b>12</b>	<b>How is the decision made about what type and how much support my child/young person will receive?</b>	<p>We expect staff to deliver quality teaching which will support all pupils to make progress. Should additional support be required, this is undertaken after consultation with class teachers, Learning Support Assistants and the SENCo and is in line with the SEN Code of Practice. All additional support is monitored to ensure the children receiving this support make progress. The SENCo oversees all additional support and liaises with the Head teacher.</p> <p>If your child has an Education, Health and Care plan or a Statement of Special Educational Needs, we will provide the level of support listed in the document. The amount and type of provision is decided after the views of all key professionals have been considered and parents have also had a consultation period.</p>



<b>13</b>	<b>How are parents involved in the setting/school/college? How can I be involved?</b>	<p>We regularly involve parents and their families in discussions about their child's learning. We have an active Parents Association, FOWA. Regular meetings are held where ideas are exchanged and events and activities are organised. Each class in the school has two or three 'Class Reps' who liaise closely with other members of their class to keep them up to date and to canvas ideas and suggestions.</p> <p>We welcome feedback from parents about what we are doing in school and have an 'open door' policy.</p> <p><i>N.B Safeguarding checks may need to be carried out.</i></p>
<b>14</b>	<b>Who can I contact for further information?</b>	<p>In the first instance, parents are encouraged to talk to their child's class teacher if they require further information about child.</p> <p>Further information and support can be obtained from the school's SENCo.</p>

### **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>