



WAVERLEY ABBEY C of E JUNIOR SCHOOL
SEND Information Report – March 2018
Review: March 2019

Response

1 What kinds of special educational needs are catered for at Waverley Abbey C of E School?

Waverley Abbey is a mainstream school, which provides support for pupils across the four areas of need as set out in the SEND Code of Practice, 2014:

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

We make reasonable adjustments to our practises so as to comply with the Equality Act (2010)

2 How does the school identify and assess children with special educational needs?

The school has an SEND policy which can be found on the parent's information section of the school website www.waverley-abbey.surrey.sch.uk (**Parents' Information/Policies**)

The SENDCO is Lloyd Sutcliffe telephone number is 01252 782321 email: info@waverley-abbey.surrey.sch.uk.

All staff at Waverley Abbey is skilled in the 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. In addition to scrutinising assessment data and observing pupils the teachers meet with the SENDCo on a half termly basis to discuss progress of learners within their classroom. Decisions are then made as to the most appropriate measures to support the learner. In addition to this pupil progress meetings are also held with senior leaders. 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

		<p>all pupils. All our teachers are teachers of Special Educational Needs. If the school or parents raise a concern over a pupils' 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 SENDCo and monitor the pupil for half a term to identify any specific learning or behavioural needs. • 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. • 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 SENDCo and shared with parents. • We monitor the impact of interventions through regular meetings and tracking of pupil progress. • The headteacher shares information about the progress of children with additional needs with the Local Governing Body (LGB). • 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>3a, b</p>	<p>How does the school assess and review the progress of pupils with SEND, and how does it evaluate the effectiveness of its provision for these pupils?</p>	<p>All pupils' progress and levels are monitored regularly by class teachers and senior leaders. The class teachers and LSAs meet regularly to discuss progress in relation to specific targets and this information is fed back to the SENDCo and collated on the school Provision Map. If there are concerns that a child isn't making expected progress the class teacher will liaise with the SENDCo to identify further interventions to support the child. 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 support arrangements, detailing 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 statements or Education, Health and Care plans are also

		<p>completed.</p> <ul style="list-style-type: none"> • Progress and suggestions for support at home are 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 evenings are organised to inform parents of school initiatives; for example: Maths computation and reading. • 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.
<p>3c, d</p>	<p>What is the school's approach to teaching pupils with special educational needs, and how is the curriculum and learning environment adapted?</p>	<p>Waverley Abbey is an inclusive school and we aim to include children in all aspects of school life.</p> <ul style="list-style-type: none"> • We offer a broad and balanced curriculum which is differentiated to support the needs of our pupils. Quality First Teaching 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. • If a pupil has special educational needs advice is sought from outside agencies to help meet

		<p>their needs effectively.</p> <ul style="list-style-type: none"> • 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 obtained to ensure that children are able to access their learning fully. • We consider our environment to be fully accessible to all pupils. • The school building is on two floors, but the first floor is accessible by a lift. • 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 Headteacher, SENDCo, parents and class teacher to investigate the barriers to accessibility and find solutions to overcome them. • Our policy and practice adheres to The Equality Act 2010.
3e	<p>What additional support is available to pupils with special educational needs?</p>	<p>Through the use of quality first teaching and differentiation 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 1:1 or small group support. • 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. This is in addition to the 1:1 and small group interventions that are delivered based on specific targets. • Regular reviews of provision ensure that children with SEND are able to access targeted support to meet their needs. If a child has been placed on SEN support they will be able to access small group and 1:1 support within the classroom and also in specific intervention programmes. For some children referral to outside agencies, such as SLS, Behaviour Support, Occupational Therapy or Educational Psychology, is necessary to ascertain further support and strategies in order to help the child progress. If a child’s needs cannot be met at SEN Support an application for an Education, Health and Care plan from the local authority will be considered

		<p>in consultation with parents.</p> <ul style="list-style-type: none"> • The SENDCo has regular meetings with the SEND LGB link to share the impact of additional support and actions taken to support the progress of children with special educational needs.
3f	<p>How does the school enable pupils with SEN to engage in the activities of the school together with children without SEN?</p>	<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.</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"> • The Home School Link Worker runs groups to support children with their friendships and social skills. • The SENDCo offers pastoral support to individual pupils. • Relevant staffs 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.
3g	<p>What support is available for improving the emotional, mental and social development of pupils with SEN?</p>	<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 assemblies, lessons and other events children are taught our school Christian values.</p> <p>Each child with SEND has a 'One Page Profile' which documents how the child and others see them, what is important to them and how best to support them. A small number of pupils also have full support arrangement plans in place which provide an overview of the child and outlines areas of strength and development points. It also includes targets and a log of support from outside agencies.</p> <p>In addition to this we have a number of LSAs who have had specific training to support children with the development of emotional skills. We also have a trained ELSA (Emotional Literacy Support Assistant). Staff work with children who need support either in small groups or individually to support the development of emotional and social skills.</p> <p>Relevant staffs are trained to support medical needs and we also write individual care plans for children with specific medical needs where appropriate.</p> <p>Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff.</p> <p>We offer a lunchtime club for pupils with specific emotional or social issues who may need additional support during these unstructured times.</p> <p>We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>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.</p> <p>We liaise with various external agencies for support as necessary including Educational Psychology, Language and Literacy Support (LLS), Behaviour Support, Occupational Therapy and CAHMS.</p> <p>We have five Designated Safeguarding Leads (DSLs), who liaise with families and Surrey Children's Services. They are: Kate Redman lead DSL</p>

		Rebecca Marshall deputy DSL Sarah Stevenson deputy DSL Matt Collier deputy DSL Debs Down deputy DSL
4	Who is the Special Educational Needs Co-ordinator (SENDCo) at Waverley Abbey C of E School?	<ul style="list-style-type: none"> • Mr Lloyd Sutcliffe is the school's SENDCo and can be contacted via the school office on 01252 782321, or via email at Senco@waverley-abbey.surrey.sch.uk • Yasmine Prichard is the LGB link for SEND and can be contacted via the school office.
5	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 SENDCO. This involves:</p> <ul style="list-style-type: none"> • Inset sessions to address needs identified in the Strategic Development Plan • Workshops and clinics involving external agencies • Peer mentoring/learning from others • Inset for support staff involved with SEN throughout the school. For example, communication focused training, support specific interventions and external training including attachment disorder and an awareness of ADHD. • The school runs a skills training programme for all support staff. • 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 SEN are largely identified through the appraisal process in which all staff take part. • The SENDCo has completed and gained the National SENCo Award in 2017. • Additional specialist advice or training is gained from outside agencies, such as educational psychology or learning and language support.

6	<p>How will equipment and facilities to support children with SEN be secured? How are the school's resources allocated and matched to children's special educational needs?</p>	<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.</p> <ul style="list-style-type: none"> • The school's delegated budget for SEND assists with the employment costs of the support staff and SENDCo, specific interventions and resources. Support and resources for children with statements or EHCPs are in accordance with the individual requirements. • When allocating resources and funding it is important to ensure that they are having an impact on pupil progress. The Provision Map provides a costed account of interventions being delivered across the school and illustrates the impact of these programmes. Senior leaders and the SENDCo are then able to ensure effectiveness of provision.
7	<p>How are parents involved in the school? How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Waverley Abbey recognises the importance of working in conjunction 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> <p>For children with special educational needs, provision maps 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.</p> <p>Where there is 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 consultation and year assemblies.</p> <p>The Friends of Waverley Abbey association encourages parents/carers to become more involved in school life through volunteering and running numerous events throughout the year.</p> <p>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>

8	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 Waverley Ambassadors and Worship team. All pupils are able to take part in these teams regardless of ability. In addition to this our representatives consult with the peers in the class to ensure feedback from all pupils.</p> <p>Waverley Abbey uses the SEND support arrangements for all children placed on our SEND register. The profiles 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 (EHCP) their view is sought regarding their progress for the year and what their next steps are in preparation for their annual review.</p>
9	Who can I contact for further information? What are the arrangements for complaints from parents of pupils with SEN?	<p>Primarily, parents and carers can speak directly with their child's class teacher. Teachers are on the playground at the end of each day or can be contacted via the school office. If they have further questions or concerns, they are able to make an appointment with the child's year head or the SENCO (Lloyd Sutcliffe). The Deputy Headteacher and Headteacher are also available for appointments if necessary.</p> <ul style="list-style-type: none"> • Further SEND information, including our SEND policy, is available on our school website at: www.waverley-abbey.surrey.sch.uk • 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. • The Parent Partnership helpline is available for parents who wish further information or support. The service can be contacted on 01737 737300.
10	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • In addition to our school SENDCo we have a team of Learning Support Assistants (LSAs) who have a range of skills and are part of a continuous training programme operated by the school. <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</p>

		<p>an additional Language to Surrey County Councils' race, equality and minority 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> <ul style="list-style-type: none"> • 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. • 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.
11	<p>What support services are available for parents of pupils with SEN?</p>	<ul style="list-style-type: none"> • 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 Spooks which is a support group for parents of children with a range of neurological conditions. • 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 https://www.surreysendlo.co.uk/

<p>12 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>	<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 SENDCO 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 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 SENDCO 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 themselves and their new school to help allay anxieties. 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. <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 SENDCO meets with the SENDCOs 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, 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 allay any anxieties.
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13	Where is the local authority's 'Local Offer' published?	<ul style="list-style-type: none"> Surrey's Local Offer is available from https://www.surreysendlo.co.uk/. The website includes a directory of local services which may support children with special educational needs and/or their parents and carers.
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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>

Current Projects 2018

Strengthening our transition arrangements with our feeder schools.

Learning Support Assistant training programme: to develop key skills as identified within the School Development Plan.

Working in conjunction with Helen Arkell Centre to support teachers, pupils and parents.

Additional Links

This policy should be read in conjunction with the following policies which are available to view on the school website www.waverley-abbey.surrey.sch.uk

abbey.surrey.sch.uk

- Special Educational Needs Policy
- Equality
- Behaviour
- Anti – bullying
- Complaints
- Supporting children with medical needs