



Waverley Academy

SEND Information Report

Revised: September 2021

Review: September 2022



How do you ensure children who need extra help are identified early?

At Waverley Academy, pupils are identified as having SEND, and their needs assessed, through:

- information passed on from other Nurseries and previous primary schools
- end of Key stage results and progress data
- feedback from teaching staff and observations
- Referrals/concerns from parent/carers
- SEND concern forms are used by teachers to highlight concerns about progress or ask for extra support from the SENDCO
- Specific Learning Difficulty checklists for individual pupils are completed by staff

Specialist assessments may also be carried out by Speech and Language, SEN consultants and the Educational Psychologist

How do you judge whether the support has had an impact?

- Progress meetings are held after each data capture and individual children are discussed and progress evaluated
- Monitoring of interventions takes place by the SENDCO
- Interventions are tracked at the start and the end to monitor effectiveness

What arrangements do you have for assessing and reviewing pupils' progress?

At Waverley Academy we:

- Track data each half term and hold pupil progress meetings with teachers to review individual progress
- Hold annual review meetings for pupils who have an EHC Plan to analyse old goals and set new targets and to determine strategies to improve attainment
- Hold SEN Support Plan reviews termly
- Offer regular parent consultation sessions

How do you teach children with SEND?

At Waverley Academy, provision for SEN pupils includes:

- "Quality First Teaching", with appropriate differentiation in place
- extra adult support in classrooms
- personalised provision through time limited interventions
- personalised provision through the use of resources and specific teaching strategies
- Implementing a range of strategies and intervention through the use of 'THRIVE'



How do you adapt the curriculum and learning environment for pupils' with SEND?

At Waverley Academy provision includes:

- a variety of strategies used in the classroom
- small group teaching which targets specific levels of progress
- differentiated resources and teaching styles
- access arrangements for tests and or examinations
- additional adult (TA) support

How do you support the development of good social, emotional and mental health for children with SEND?

At Waverley Academy we offer:

- An anti-bullying policy which is supported by annual anti-bullying weeks.
- An E-safety policy supported through school assemblies and E-safety days/weeks.
- Interventions (such as Thrive, Angry Birds, Boxall) targeted to children's identified needs delivered by TAs with the necessary training.
- Pupil Voice via the School council and questionnaires/discussions.
- Specialist support from CAMHS, the Educational Psychologist and counsellor.
- A Learning Mentor who provides a strong link between parent/carers and school.
- Care plans for children with long term medical needs are written and reviewed annually (as required)
- A member of the safeguarding/inclusion team attends all Team around the Child/Family meetings.
- Waverley wellbeing check in and check out activities.
- Using the 'Jigsaw' scheme for the teaching of PSHE

How are children with SEND enabled to engage in activities within school?

- Individual risk assessments are written to enable ALL children to attend school trips and visits.
Support required will be identified and arranged in these risk assessments.
- The school ensures that children with SEND have access to after school clubs and breakfast club, as well as being represented on School Council.



Who is your SEND Co-ordinator?

Our SEND co-ordinator is:

Miss Jo White (SENDco)

01302 853326

Our Inclusion Governor is: Caroline Embery

Parent/Carers with safeguarding concerns should contact a member of our safeguarding team – Mrs Joanne Reed (DSL) or Mrs Louise Stanton (DDSL)

What training have the staff supporting children with SEND had, or are currently having?

- The Learning Mentor is a licenced Thrive Practitioner
- Support staff are currently participating in a range of training relating to elements of SEND
- An external consultant provides the school with ongoing advice and training relating to SEND practices

Other staff have completed training on:

- Elklan
- Lego Therapy
- Thrive
- ASD

Waverley Academy acknowledges that at times specialist advice may be needed and support is sought from external professionals:

They have also had training in the following areas:

- Delivery of interventions such as, 5 point scale, Catch up Maths, Direct Phonics, Toe By Toe
- Phonics
- Team Teach training.

Training for medical needs within school is updated annually or as needed. Staff are currently trained to support:

- Diabetes
- Epilepsy



How will equipment and resources be secured?

At Waverley Academy, resources and equipment will be secured through:

- Pupil Premium Funding
- Funding from EHCPs will be spent on children's individual provision

How are parent/carers involved?

At Waverley Academy we involve parents/carers in a range of ways including:

- Curriculum Newsletters
- Attendance letters
- Texts about key events
- School App
- School website
- Questionnaires
- Coffee mornings
- Inspire Curriculum Mornings
- Twitter
- Parent consultation evenings
- Termly SEN Support Plan reviews
- Annual reviews for children with EHC plans
- Access to a full time Safeguarding Officer.

How can my child give his/her views about their education?

- Children on any stage of the SEN register are made aware of their targets and are informed about their progress on a regular basis. Pupils are invited to make a contribution during the discussion.
- Annual review meetings are held for children who have an EHC Plan to analyse targets and set new ones, and determine strategies to improve attainment. With support, pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting. The Annual Review meeting follows a person centred approach.

Children with SEND will have a portfolio which will include:

- a support plan
- Individual Targets
- Records of observations and advice
- Advice from other agencies



Children can also offer their views through:

- School council
- Children's views are also asked as part of our lesson review process.
- Questionnaires / discussions

How are complaints dealt with?

If you feel you would like to discuss the SEND provision in place for your child then please contact the SENCO in the first instance. If you still need to discuss concerns, you can ask for an appointment with the Principal.

In addition to this, further guidance can be found in the school's complaints procedure which is available on the school website or on request.

How are the Governors involved and what are their responsibilities?

The SENDCo contributes information when requested to be presented at the TMB meetings. Reports give information regarding the progress of children with SEND but do not refer to individuals so that confidentiality can be maintained.

The designated governor for SEND/Inclusion is Caroline Embery

What specialist services are available to the school?

- The SENDCO works closely with the ASTREA SEN specialist and Safeguarding Team, who are available to offer advice and suggest strategies.
- A member of the ASTREA Team is qualified to offer a variety of screening tools.

At Waverley Academy we also have close links with professional agencies and work closely with them to support our children. These include:

- School Nursing
- Health Visiting Service
- Balby Children's Centre
- Occupational Therapy
- Educational Psychology Service
- Specialist teacher for children on the Autism spectrum (ASCETS)
- Hearing and Visual Impairment Team
- Physiotherapy
- Speech and Language Therapy
- BOSS – behaviour
- Social Care



How do you support pupils with SEND in transition?

At Waverley Academy we recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

- Liaison with pre-schools
- Inductions for children starting in Foundation, including lunch, coffee afternoons and stay & play sessions
- Induction meetings with parents for all children starting at the school.
- Inductions with key staff for pupils' transferring to us mid-term.
- Social stories are used to support children with SEND as they move to a new year group.
- Transition meetings with previous and next teacher held before the end of term.
- Transition days are planned to allow children to get to know their new teachers. Extra visits are planned for children with SEND.
- Transition visits with secondary schools and meetings between key staff.
- Prompt transfer of information – all information relating to Child Protection and SEND is passed on to the new school quickly.
- In relation to any transition points, if needed, a bespoke and personalised transition package will be formulated, consulting with relevant external support specialists as needed.

Where is our SEND policy?

Waverley Academy SEND policy can be found on the school website in the 'Parent Information' tab, on the Special Educational Needs and Disabilities (SEND) page.

Where is your "Local Offer" published?

The "Doncaster Local Offer" is available on their website:

<https://www.doncaster.gov.uk/services/schools/local-offer-send>

There is also a link on the school website in the 'Parent Information' tab, on the Special Educational Needs and Disabilities (SEND) page.