



Waverley Academy

SEN Information Report

Academy Name	Waverley Academy
Date	September 2023
Written by	Danielle Wilby
Annual Review Date	September 2024

1. Introduction and Legal Framework

As an academy, we must publish information about the implementation of our policy for pupils with Special Educational Needs (SEN). This SEN Information report will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014. The SEN Information Report can be cross referenced to the School's Inclusion Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012)

2. The kinds of Special Educational Needs that are provided for in school

Under the New SEN Code of Practice 2014, a child has a special educational need if they have provision that is 'additional to or different from' that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching'. Special Educational Needs and provision can be considered as falling under four broad areas;

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

We aim to support all pupils with their learning journey and embrace an inclusive ethos.

3. The name and contact details of the Special Educational Needs Coordinator SENCO and further contacts for where parents/ carers may have concerns (including Local Offer link)

Insert relevant contacts

- SENCO/ Vice Principal - Danielle Wilby
- Headteacher / Louise Stanton
- Safeguarding Lead – Joanne Reed

The contacts above can be reached via admin@astreawaverley.org inserting FAO (relevant Name) into the subject heading.

Other contacts within Astrea Academy Trust:

- Jenni Machin, National Leader of Inclusion- jenni.machin@astreaacademytrust.org
- Naomi Reed, Specialist Leader of Behaviour and SEND- naomi.reed@astreaacademytrust.org

Contacts within the Local Authority can be found on the Local Offer website:

- Doncaster Local Offer - [click here](#)
- Doncaster Additional COVID-19 Information – [click here](#)

4. Policies for identifying children and young people with SEN and assessing their needs

There are a number of policies in place which contribute and guide our provision for all pupils. Some of our school policies are available on our school website. Parents / Carers and pupils are invited to comment on any school policy by emailing the school.

List all relevant policies including:

- Behaviour Policy
- Inclusion Policy
- Safeguarding Policy
- Accessibility Plan
- Pupil Premium Strategy

5. Arrangements for consulting parents/carers of children with SEN and involving them in their child's education

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

- Termly meetings to review targets
- Texts about key events
- Twitter
- School website
- Questionnaires
- Curriculum Newsletters
- Parent consultation evenings
- Annual reviews for children with EHC plans
- Access to a full time Safeguarding Officer.

6. Arrangements for consulting with young people with SEN and involving them in 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 to the review of these targets termly.
- 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 can also offer their views through:

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

7. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

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

8. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

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.

If your child is joining us:

- 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.

When moving classes in school:

- 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.

If your child is leaving the school:

- 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.

9. Approach to teaching children and young people with SEN. How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through a variety of means:

- "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'
- 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

10. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

- The Learning Mentor is a licenced Thrive Practitioner
- Support staff are currently participating in a range of training relating to elements of SEND

Other staff have completed training on:

- Lego Therapy
- Thrive
- ASD
- Emotional Coaching
- SEMH
- 5 Point Scale

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.
- Intensive Interaction
- PECS
- Colourful Semantics

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

11. Evaluating the effectiveness of the provision made for children and young people with SEN

- 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

12. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

- 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.

13. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

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
- Half Termly Consultations with Me in Mind, including 1-1 specialist support, group support and whole school assemblies.

14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

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
- With Me in Mind

15. Arrangements for supporting children and young people who are looked after by the local authority and have SEN

At Waverley Academy we also have close links with professional agencies and work closely with them to support our children including

- those who work in Virtual Schools
- Social Care
- Foster Carers

16. Arrangements for handling complaints from parents of children with SEN about the provision made at the school

If you feel you would like to discuss the SEND provision in place for your child, then please contact the SENDCO 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.