

# Waverley Academy

## School Information Report 2017-2018



### Introduction and Legal Framework

At Waverley Academy we believe that every child is entitled to a broad and balanced curriculum. We aim to provide a caring learning environment, rich in stimulation, that will meet the needs of all pupils and foster their academic, emotional and physical development, in order that each child reaches their full potential.

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) The kinds of Special Educational Need that are provided for in school.

### The kinds of Special Educational Needs that are provided for at Waverley Academy

The school recognises that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them, and as defined in the Code of Practice 0 - 25 years 2014, the school accepts that a young person has a learning difficulty or disability if they:

- ❖ have provision that is 'additional to or different from' that made generally for others of the same age; or
- ❖ have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

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.

### Who to contact

#### The class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary
- Writing SEN Support Plans and sharing and reviewing these with parents at least three times a year
- Personalised teaching and learning for your child as identified on the school's provision map
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN

SEND pupils are further supported by the Inclusion Team:

- Mrs Alison Walton - SENCO

Responsible for

- Developing and reviewing the school's SEN and Inclusion policies
- Co-ordinating all the support for children with special educational needs or disabilities
- Ensuring that parents are :
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with professionals who may be coming in to school to help support your child's learning, e.g. Physiotherapy, , Educational Psychology Service
- Updating the school's SEN register, provision maps and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEN in the school to make progress and achieve their potential.

Other useful contacts are:

- Mrs Diane Humphrey - Headteacher
- Mrs Bee Wood - Deputy Headteacher/Inclusion Manager
- Mrs Jayne Johnson - Learning Mentor
- Mrs Anita Hunt - Learning Support Assistant
- Mrs Sharon Row - Governor for SEND

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

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

### **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.

- SEN Code of Practice
- National Curriculum
- Behaviour Policy including Anti-Bullying Strategy
- Inclusion Policy / SEN Policy
- Safeguarding Policy
- Accessibility Plan
- Pupil Premium Strategy

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

Each year group has at least two parent/carer consultation meetings per academic year. This allows parents/carers to meet with their child's teachers.

The SENCO regularly contacts parents of children on the SEN register to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see or talk with the SENCO at any convenient time if they have a concern or need advice.

Termly meetings are arranged with the class teacher to discuss the outcomes and objectives from the SEN Support Plans and any new strategies or interventions are discussed.

Parents of children who have a Statement for Special Educational Needs or the new Education Health and Care Plan (EHC Plan) are invited to discuss their child's progress at the annual review.

From Year 5 the SENCO from the selected secondary school is invited, along with any specialist teachers assigned to the child, to ensure there are actions planned to support a smooth transition to secondary school.

If you think that your child may have special educational needs - talk to us.

We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents and hope that they are able to feel the same about us.

### **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.

Annual review meetings are held for children who have an EHC Plan/Statement to analyse old goals and set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork with support from their Learning Support Assistant (LSA), 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 one page profile completed by the child outlining their needs and preferred methods of support.
- Individual Targets
- Records of observations and advice
- Advice from other agencies

### **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**

- SEN Support Plans for pupils with SEN will be reviewed at least three times a year, in line with assessment capture points throughout the academic year
- Class teachers will use assessment data to inform targets on SEN Support Plans
- The SENCO will monitor SEN Support Plans and report to the Senior Leadership Team on the following:

- Progress made towards targets
- Progress and attainment of SEN pupils in Maths, Reading and Writing at each assessment point throughout the year
- Parents of pupils with SEN will be invited to review SEN Support Plans with their child's class teacher
- SENCO, parents and external specialists will collaborate to 'Plan, Do and Review' SEN support for individual pupils

### **School arrangements for supporting pupils transferring between stages of education.**

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:**

- The EYFS Leader, Head Teacher and SENCO liaise with the local pre-schools and arrange to visit in the summer term. Children are invited to transition sessions in the summer term and have a graduated transition to reception.
- The SENCO will liaise with a pre-school SENCO to ensure information is shared.

#### **When moving classes in school:**

- The SENCO is part of pupil progress meetings. These allow for transference of information between staff.
- The SENCO ensures that SEN files are passed up as children move through the school.
- Information on children and their differing needs is shared with the appropriate staff.

#### **When moving Schools:**

- The SENCO will contact the new school's SENCO and ensure information is shared of any special arrangements that needs to be made or of any support that should be put in place. All records about SEN pupils will be passed on as soon as possible

#### **If your child is leaving the school:**

- The SENCO and Year Six teachers liaise with secondary schools to discuss pupil needs. Additional transitional visits are arranged for pupils with SEN if needed.
- The SENCO from the allocated secondary school attends review meetings.

Copies of essential paperwork are transferred to the secondary schools in the summer term.

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.

## Approach to teaching children and young people with SEND

All teaching staff are trained to deliver Quality First Teaching to meet the needs of all pupils in their class. However, where a child's needs are significantly different from their peers, or if a pupil has a disability which impacts on their education, a variety of strategies and interventions may be used. This may also lead to involvement of external professionals or advice from outside agencies. Parents will be consulted at all stages of this process.

The SENCO attends half termly progress meetings with year group teachers, the Head-teacher and Deputy Head using Target Tracker progress information and feedback on interventions to identify next steps.

The SENCO along with the class teacher, completes any paperwork sent by paediatricians in order to assist the diagnosis. The SENCO is used for in-class and school based observations.

Annual review meetings are held for children with statements/EHC plans to analyse existing goals and set new targets and determine strategies to improve attainment. The SENCO arranges these meetings and arranges for the relevant specialist staff to be present. Analysis of data takes place regularly by:

- ❖ O Track
- ❖ School Performance Summary
- ❖ Individual assessments
- ❖ In class assessments
- ❖ Reading assessments
- ❖ QCA and SATs assessments (optional and end of year Key Stage assessments)
- ❖ SEN assessments including EP and Specialist Teacher reports

Views are gathered in the form of pupils completing their views on a one page profile and annual review paperwork. Parents and teaching staff complete their views on the annual review paperwork.

Parent meetings are held after reviewing a pupil's progress.

Parents are also invited to Educational Psychologist, Specialist Teacher meetings, multidisciplinary meetings and annual reviews. All parental views at these meetings are documented.

The SENCO and teachers also have performance management with feedback by their line manager. LSAs have a performance management with feedback on their groups and teaching.

Regular liaison between teachers and LSAs to evaluate strategies used for lesson planning ensures continuity and progression for all children as well as those with SEND.

The SENCO audits all policies to ensure that there is reference to differentiation and access to the curriculum to support those with SEND.

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

The professional development of all staff involved in meeting the needs of pupils with SEN is on-going and continuous. A wide range of training opportunities will be provided which include:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects
- Other courses which are relevant to the work being undertaken can be undertaken or requested by consulting with the SENCO
- Specialists provide bespoke training for SEND staff eg. ASCETS team, Team-Teach training
- The SENCO is currently accessing the Post Graduate SEND Diploma.
- The SENCO attends Local Authority SEND meetings.
- Whole school CPD
- All staff are required to complete safeguarding training.
- Lesson drop-ins with SEN focus.
- Rigorous Performance Management Programme for teachers and teaching assistants.
- Specialist nurse training when appropriate.

Additionally several members of staff have completed accredited training in order to support pupils with SEN within school:

- The SENCO is currently undertaking the 'National Award for SEN Co-ordination' through Leeds Trinity University.
- A number of staff members have completed accredited Team Teach training in order to support pupils with Behavioural difficulties Whole school training for staff delivered by specialist teachers.

## **Evaluating the effectiveness of the provision made for children and young people with SEN**

The effectiveness and appropriateness of the SEN provision will be monitored by the SENCO, gathering information on the following aspects:

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress made

- Tracking of pupil progress and attainment
- The success of resources/interventions
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents of pupils with SEN
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools

This information will then be used to evaluate how successful SEN provision has been and to set areas for development as part of the school action plan.

### **How children and young people with SEN are enabled to engage in available activities with children and young people who do not have SEN**

- Generally, SEN pupils will be taught within classrooms alongside pupils who do not have SEN. However, pupils with SEN will receive additional support either in class or will be withdrawn in small groups or individually to work on the targets specified in their Individual Education Plans
- Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, including breakfast club and after school clubs

### **Support for improving emotional and social development**

There are several arrangements and interventions in place in order to support the emotional and social development of pupils with SEN. These include:

- Interventions such as 'Playground Group', 'Friendship Groups' and 'Thrive' will be used in order to support pupils with SEN develop their social skills
- Interventions such as 'Star Time' and 'Playing for Purpose' will be used to improve emotional and social development of SEN pupils
- 'I am Unique' and 'Socially Speaking' programmes will be used to support pupils with ASD across school
- For some SEN pupils a designated adult is provided as a 'go to person' if a pupil with SEN needs to talk or share their concerns
- Pupils with SEN regularly use 'The Orchard' which is a quiet space with a range of resources to support them emotionally

- Combating Bullying Policy

### **How the school involves other bodies**

How will Waverley Academy work with other agencies to support my child?

We 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
- Hearing and Visual Impairment Team
- Physiotherapy
- Speech and Language Therapy
- Bentley PLC - behaviour
- Children can be referred following SEND meetings or by recommendation by other agencies.

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

The information in this report includes the SEND support provided for SEND children who are looked after by the Local Authority.

### **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 SENCO in the first instance. If you still need to discuss concerns, you can ask for an appointment with the Headteacher.

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

## Doncaster Local Authority - Local Offer

Following from The Children and Families Bill (2014), Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

This School SEN Information Report utilises the Local Authorities 'Local Offer' to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

To view the Doncaster's 'Local Offer' please view;

<http://www.doncasterchildrenandfamilies.info/disabilities.html>