

Waverley Academy

School Information Report 2017-2018



School Ethos for SEND

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.

Arrangements for consulting parents of pupils with special educational needs

The SENCO regularly contacts parents 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 outcomes and objectives, 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.

Parents of children who currently have a Statement for SEN are invited to a separate/additional Annual Review in Year 5 for the amendment of the statement and transference to an EHC Plan, ready for secondary school. At this meeting, the SENCO from the selected secondary school is invited, along with the specialist teacher assigned to the child.

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.

How will my child be able to contribute their views?

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

Who will explain my child's needs and progress to me?

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.

SEND pupils are supported by the Inclusion Team:

- o Mrs Alison Walton - SENCO
- o Mrs Bee Wood - Deputy Headteacher/Inclusion Manage
- o Mrs Jayne Johnson - Learning Mentor
- o Mrs Anita Hunt - Learning Support Assistant

Pupils who are on the Special Educational Needs register will have a support plan which will be reviewed at least 3 times per academic year. Progress will be reviewed throughout this cycle.

How will Waverley Academy support my child?

All pupils have Wave 1 intervention which is quality first teaching. Teachers deliver differentiated lessons with differentiated tasks and resources. Different learning techniques are employed in lessons - auditory, visual and kinaesthetic. Teaching and learning is supported by a programme of drop-ins and observations.

Pupils who do not make expected progress at Wave 1 will receive Wave 2 intervention. A "catch up" programme is delivered by teachers, and/or members of the Inclusion Team.

Pupils who require support which is additional to and different from Wave 1 and Wave 2, will receive Wave 3 intervention

Wave 3 support can include:

- Small group literacy intervention in the resource room.
- Small group numeracy intervention in the Maths room
- Small group reading intervention in the Library
- Learning Support Assistant in class

How does Waverley Academy ensure that pupils who need extra help are identified early?

Pupils are identified as having special educational needs through a variety of methods:-

- Pupil performing below Age Related Expectations.
- Concerns raised by parent/carer.
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance.
- Consultations between teachers, the SENCO and members of the leadership team where progress data is discussed.
- Analysis of data collected through termly data captures.
- Transition through school.
- Liaison with external agencies e.g. School Nurse, Health visitor, Speech and Language Therapist, Educational Psychology Service.
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable.

Information about the schools' policies for the identification, assessment and provision for pupils with special educational needs

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 a significantly greater difficulty in learning than the majority of 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.

The broad areas of SEND need are:

- **Communication and Interaction**

Children and young people with speech, language and communication needs (**SLCN**) have difficulty in communicating with others.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

- **Cognition and Learning**

Learning difficulties cover a wide range of needs, including moderate learning difficulties (**MLD**), severe learning difficulties (**SLD**), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (**PMLD**)

Specific learning difficulties (**SpLD**), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways, for example attention deficit disorder, attention deficit hyperactive disorder or attachment disorder, eating disorders and displaying challenging, disruptive or disturbing behaviour.

- **Sensory and/or Physical**

Many children and young people with vision impairment (**VI**), hearing impairment (**HI**) or a multi-sensory impairment (**MSI**) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The class teacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern which leads to further investigation. Should a specific diagnosis be required, the school will seek professional advice and specialist support.

The School SENCO and EYFS Leader liaise with Pre-School provision to ensure a smooth transition for pupils with a special educational need.

The school uses both formal assessments and observation to identify children's needs and aims to address these through adjustment of "Quality First Teaching" including learning styles, multi-sensory approaches and work differentiation, intervention strategies, individual and group support.

Trained Learning Support Assistants (LSAs) work with children to enable them to access learning opportunities.

The method of identification and provision follows the recommended graduated response: 'Assess, Plan, Do, Review.'

- ❖ Quality First Teaching (QFT), for all pupils, taking into account individual learning styles and personal preferences.
- ❖ QFT plus additional, time-limited intervention support programmes, either individually or in groups, designed to accelerate learning and enable a pupil to catch-up to expected levels.
- ❖ QFT plus increasing individualised programmes of intervention sometimes with recommendations from outside agencies (children working with SEN Support) If evidence shows that progress has not been made, despite provision of concentrated support, the School or parents may apply for Statutory assessment which may lead to an EHC Plan. The school, child and family will be fully involved in this process.

Waverley Academy makes small steps of improvement for those with a disability through accessibility planning.

Policies are available on the Academy website.

How does Waverley Academy provide additional support for children who have social and communication needs?

- Work closely with Autism Specialist Teacher/Specialist TA
- Safe haven identified.
- Safe staff identified.
- Reasonable adjustments to behaviour policy and behaviour reports.
- PEEP (personal emergency and evacuation plan) in place as required.
- Signposting to local offer and events within Doncaster.
- The Orchard - Identified children have the opportunity to access high quality nurture group provision run by experienced and qualified staff.
- Bespoke support at break and lunch times.
- Involvement of speech therapists.

We have access to a local authority Educational Psychologist and Specialist Teachers who have experience and expertise in areas such as: Autistic Spectrum Disorder, learning and communication difficulties, physiological and neurological impairments, visual and auditory impairments.

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.

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.
- Waverley Academy has a Parent Support Worker who can support families with wider needs.
- WCAT has a designated SEND Advisor who works closely with school to develop the provision for children with SEND
- The local authority provide support and training for staff and regularly evaluate provision.

Information about the schools policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.

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 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:

- ❖ HTG Manager data
- ❖ Raise online data
- ❖ 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.

How does Waverley Academy ensure that all the staff are trained and supported to meet a wide range of children's needs?

- Whole school training for staff delivered by specialist teachers.
- 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 and WCAT 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.

How does Waverley Academy manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the school office/class teacher if medication is recommended by Health Professionals to be taken during the school day.
- Designated staff members will administer medicines when a child has a Health Plan which specifies that medication is required in school. The Health plan is completed in conjunction with parents.
- Staff are informed about those students who have a medical need and a Health Plan.
- There are identified staff in school who are first-aid trained and who have specific training to support medical conditions, such as Epilepsy.
- A PEEP (Personal Emergency Evacuation Plan) is in place for those pupils who require support in evacuating the school in an emergency.
- Emergency procedures agreed where necessary.
- Changing facilities are available in the accessible toilet.

School arrangements for supporting pupils transferring between stages of education.

- 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.
- 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.
- 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.

Doncaster Local Authority - Local Offer

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>