

Waverley Primary School

Brief description of the school

- Waverley Primary School is a larger than average primary school maintained by the LA.
- Children between the age of 3 and 11 attend the school.
- We endeavour to ensure that all teachers in our school are able to identify and provide for those pupils who have special educational needs and work in partnership with parents in order to support those needs.
- Waverley Vision: A welcoming caring school, promoting high standards and encouraging every pupil to be a positive participant in society.

How we identify if your child may need additional help and/or has special educational needs (SEN)

All our children's needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector
- involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.

How we involve parents and carers in meeting the needs of their child and in whole school developments

- At Waverley Primary, all parents of children with SEN play a key role in their child's progress. Their feelings, views and wishes form a key part of all decisions made and their participation in all decision making processes is regularly sought by staff through regular communication and as a minimum through termly target setting meetings.
- The support we provide for families is personalised. We have an open door policy and meet with parents regularly both formally and informally.

How we will involve your child in the planning and review of their support

- Our aim is to take account of the views of the child at all times.
- Children are invited to attend their target setting meetings and are asked if they would like to contribute. Their views will be recorded on their SEN Support Plan.

It will be at the Class teachers and SENCo's discretion whether it is appropriate for any child to attend at any one meeting.

- Children are involved in Annual Reviews/EHC plans.

How we match the curriculum, teaching and learning approaches if your child has SEN

- The school has an inclusive approach to teaching young children with SEND, ensuring that all children, regardless of need, achieve to their personal potential.
- We respond effectively to the diversity of needs of all learners and this involves looking carefully at how lessons are organised, the classroom, resources, the books and materials they give to each child and the way they teach.
- The child's class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. This approach may be different learning materials or special equipment.
- Class work is differentiated in small groups and individually when required.
- LSAs work alongside class teachers to support children with SEN individually or in small groups and to facilitate the class teacher working with children.
- Good links are made between classroom and interventions to ensure children receive a broad and balanced curriculum.
- Resources such as visual aids are used to support children's learning and to improve their learning environments.
- Access to LEA support services or occasional advice on strategies or equipment may make it possible for providing effective intervention without the need for regular input from external agencies.
- Where further assessments are needed; the SENCo, class teacher and parent can consult with the external agencies such as the educational psychologist and other outside agencies, with parent's permission.

How we provide additional support if your child has learning needs

- Learning Support Assistants in the classroom.
- External agencies are bought in as appropriate.
- Expertise within professional teaching body in school.
- Devised programmes / interventions with set targets and designated members of staff who are trained to implement the provision.

How we provide additional support if your child has social and communication needs

- The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Work closely with the speech and language team and follow interventions and programmes recommended by them.
- Expertise within professional teaching body in school.

How we provide additional support if your child has physical, sensory and/or medical needs

- Devised programmes with set targets and designated members of staff who are trained to implement the provision.

How we provide help to support your child's emotional health and well being

- Trained learning mentors within school who will nurture your child as appropriate. For example, 1:1 or small group work.
- Buy in external expertise. For example, a counsellor.

How we promote developing independence

- Encourage children to work in a range of safe learning environments.
- Small achievable targets (SMART targets) to increase confidence.
- Use of visual timetables and prompts to encourage less reliance on adults.

How we measure and review your child's progress against their targets and longer term outcomes

- Follow assess, plan, do, review cycle (APDR) and meet with parents, child and other professionals involved with the child to review targets together.
- Teacher assessments over the year.
- Rigorous tracking of progress.
- Setting focused, accurate and achievable targets (SMART targets).
- Look at evidence linked to SEN support plans. For example, charts the child may have, etc.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Our accessibility plan is reviewed annually and provision is arranged to ensure all needs of individuals are fully met.

How we include children with SEND in the life of our school

Waverley Primary School is an inclusive school where all children are treated equally.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

- Staff who have responsibility for SEN are given training opportunities throughout the year. These may be bespoke to suit the needs of the children.
- External professionals brought in to train staff. For example, the Educational Psychology Service.

External support and expertise we can call upon to help us to meet children's needs

Waverley draw from a wide range of agencies to ensure specific needs are met and the appropriate support is in place.

How we prepare children to join our school

- For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.

- During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEN this may include additional familiarisation visits, buddy bonding activities, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.
- There will be pre-visits with parents to view the school and meet the staff and pupils.
- Home visits from school staff to discuss provision and parental concerns.
- Organised transition programmes between schools. This may vary dependent on the child and child's needs. For example, staff may visit children in their current setting.

How we prepare children to move on from our school

- When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We will discuss transition needs of all children with Statements of SEN or an Education Health and Care Plans at their statutory Annual Reviews.
- There will be organised transition programmes between schools. This may vary dependent on the child and child's needs.
- There will be pre-visits to the new school to meet staff and pupils.

How we deploy our resources to meet the needs of children with SEN

- Staff with the required skills are deployed strategically to support individuals and groups.
- Assessments are undertaken to identify provision of furniture and resources at initial stages.

Contacts for more information

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SEND Policies and SEN Information Report link(s):

<http://www.waverley.doncaster.sch.uk/about-us/policies>