



Waverton Community Primary School
Learning Together – Achieving Together

Special Educational Needs and Disability Information Report 2023-24

All Chester and Cheshire West Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

Where a pupil's progress is significantly below that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND.

Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. Our school understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.



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<p>Special Educational Needs Co-ordinator (SENCo) Angela Croft, National SENCO Award, Diploma Dyslexia Research and Practice School contact telephone number: 01244 268985 admin@waverton.cheshire.sch.uk senco@waverton.cheshire.sch.uk</p>	<p>Responsible for:</p> <ul style="list-style-type: none">• Strategic development of SEND policy and provision in school• Determining the development of the Special Educational Needs and Disability (SEND) policy and provision in school• Co-ordination of provision made to support individual pupils with SEND or those with an Education Health Care Plan (EHCP)• Providing guidance to colleagues on the graduated approach• Working closely with the Headteacher and SEND Governor• Working closely with staff, parents and outside agencies• Being aware of the provision in the local offer• Providing support to families ensuring that children with SEND receive support and high quality teaching• Liaising with early years' providers• Ensuring school keeps records of SEND pupils
<p>Head Teacher Simon Talbot head@waverton.cheshire.sch.uk</p>	<p>Responsible for:</p> <ul style="list-style-type: none">• The day-to-day management of all aspects of the school; this includes the support for children with SEND.• The Headteacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.• The Headteacher will ensure the SENCO has sufficient time and resources to carry out their role and responsibilities, in a similar way to other important strategic roles in school• Making sure that the Governing Body is kept up to date about issues relating to SEND.
<p>The SEND Governor: Suzanne Kilfoyle</p>	<p>Responsible for:</p> <ul style="list-style-type: none">• Making sure that the necessary support is given for any child with SEND who attends the school.• Meeting with the SENCO on a termly basis



What is the Local Offer?

The LA Local Offer

- The *Children and Families Bill* became enacted in September 2014. From this date, 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 (SEND) aged 0-25. This is the ‘Local Offer’.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
 Cheshire West and Chester’s Local Offer which can accessed at Live Well Cheshire West

[Home | Live Well Cheshire West \(cheshirewestandchester.gov.uk\)](http://cheshirewestandchester.gov.uk)

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

<p>Policies for identifying children and young people with SEND and assessing their needs.</p>	<p>Waverton Community Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational need.</p> <p>At Waverton Primary School, we embrace the fact that every child is unique, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs. For Further details, please look at our SEND Policy. Please see below for more information about the Local Offer from Waverton Primary School and how we can support your child.</p>
<p>Arrangements for consulting parents of children with SEND and involving them in their child’s education.</p>	<p>Parents are actively encouraged to be partners in their child’s education through:</p> <ul style="list-style-type: none"> • informal discussions with the class teacher • discussions with the SENCo • telephone contact • home/school diaries • individual pupil profile discussions • progress reviews • parents’ evenings • yearly written reports. <p>Teachers make regular assessments of progress for all pupils. They will identify pupils who are making less than expected progress given their age and circumstance. Where a pupil is making less than expected progress the first response is quality first teaching. Where progress continues to be less than expected interventions will be put into place and recorded on the intervention tracker. If progress continues to be less than expected the teacher, along with the SENCO, parents and where appropriate pupil will assess whether the child has SEND. A Strengths and Difficulties Questionnaire (SDQ) will be completed by parents and class teacher to</p>



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	<p>help with the identification of need. A meeting will be arranged to discuss this with parents in more detail and to:</p> <ul style="list-style-type: none">• Listen to any concerns parents may have.• Plan any additional support the child may need.• Discuss with parents any referrals to outside professionals to support the child. <p>If parents have concerns about their child’s progress, they should speak to their child’s class teacher initially. If parents continue to be concerned that their child is not making progress, they may speak to:</p> <ul style="list-style-type: none">• The Special Education Needs/Disabilities Co-ordinator (SENCo) - Angela Croft.• The Head Teacher – Mrs Simon Talbot may be contacted for additional support.• The school SEND Governor can also be contacted.
<p>Arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with parents and young people as part of the assessment and review.</p>	<p>Teachers make regular assessments of progress for all pupils. Through termly Summative Assessment and ongoing Formative Teacher Assessment, they will identify pupils who are making less than expected progress given their age and circumstance. On entry to school during Reception a Baseline Assessment is carried out. At the end of Key stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). Year 2 SATs are non-statutory from 2024. At the end of Yr 1 a phonics check is carried out. These are government requirements that all schools must take part in and the results are published nationally.</p> <p>Where a pupil is making less than expected progress the first response is quality first teaching. Where progress continues to be less than expected, interventions will be put into place. This support may be 1:1 or small group, it may occur in the classroom or outside, it may be run by a teacher or a teaching assistant (TA). This does not mean your child has SEND.</p> <p>If your child has been identified as having SEND, a strengths and difficulties questionnaire will be completed by parents and class teacher. Then class teachers will complete a pupil profile which identifies specific provision to help your child’s learning. Both short term and long term outcomes will be discussed. You will have the opportunity to meet with your child’s teacher during parent’s evening and in further meetings when appropriate. Children are involved in target setting at every opportunity. If appropriate, children will be assessed against a personalised curriculum and progress will be measure from individuals starting points.</p> <p>Children with additional funding, including an EHCP will have an Annual Review during which long term and short term outcomes are discussed. Both parents and children, if appropriate, are invited to the meetings.</p>

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 SEND, and we take steps to ensure that any transition is as smooth as possible. All long term outcomes are discussed with parents and pupils during annual reviews for children with additional funding and EHCPs. This will include ambitions for the future, such as, higher education, employment and independent living. For all SEND support children long term outcomes are planned for in their pupil profiles.

If your child is joining us from another school:

- The SENCo or Foundation Stage Teacher will contact pre-schools when appropriate.
- The Head Teacher/ SENCo will meet with prospective parents to discuss any additional needs of your child.
- If your child would be helped by a book or photos to support them in understanding the move, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- Year 6 have good links with our feeder High School. Children visit the school prior to joining, Year leaders from the High School visit Year 6. When appropriate small groups of children have further transition sessions, sometimes on a 1:1 with parents. The High School SENCO will be invited to any annual review meetings during the final year of Primary to aid a smooth transition. Yr 6 teacher, SENCo and SENCo from High School meet in the final term to pass on information. Parents of children with EHCP or additional funding are invited to the meeting.
- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible, both electronic and hard copies.
- If your child would be helped by a one - page profile to support them in moving on, then one will be written.

When moving classes in school:

- Information will be passed on to the new class teacher in advance
- In most cases a planning meeting will take place with the new teacher.
- Pupil profiles will be shared with the new teacher.
- If your child would be helped by a book/one- page profile to support them in moving on, then one will be made for them.
- New teachers will be invited to Annual Reviews or meetings with outside agencies along with current teachers.
- Transition days are arranged.

<p>Arrangements for consulting young people with SEND and involving them in their education</p>	<p>All children, regardless of SEND, are aware of their personal targets and next steps. Children who have additional needs have targets which are shared, discussed and worked towards with members of staff who are providing additional support. Children are also invited to progress meetings and encouraged to express their comments prior to a review, where appropriate. Not all children wish to attend and their points of view are discussed with the teacher or TA prior to the meeting.</p>
<p>The approach to teaching children and young people with SEND</p>	<p>Teachers have the highest possible expectations for your child and all pupils in their class. Teachers work closely with your child's previous teacher to ensure they are building on what your child already knows, can do and can understand. We ensure that different styles of teaching are in place, so that all children can be fully involved in learning in the classroom and any suggested strategies (which may be suggested by the SENCo or outside agencies) are also included in daily teaching. Teachers will also ensure they are meeting the needs of all pupils. SEND support children will have a Pupil Profile which identifies their short term and long term outcomes. Planning is highly differentiated and small intervention groups may be used when appropriate. Support may also be 1:1 and it may occur in the classroom or outside. It may be delivered by a teacher or a teaching assistant, or on occasions it may be necessary to employ a specialist teacher. Teachers ensure children with SEND have full access to the curriculum. If appropriate children will work on a personalised curriculum.</p>
<p>How adaptations are made to the curriculum and learning environment of children and young people with SEND</p> <p>How Waverton Community Primary School is accessible to children with SEND</p>	<p>The curriculum is adapted to meet the needs of individuals. Teaching is highly differentiated to ensure it is accessible to every member of the class. Personalised curriculums are used when needed to ensure skills are taught at the appropriate level and next steps are identified. The school takes all reasonable steps to modify and adapt the learning environment to meet the needs of every child. Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups.</p> <p>The school will make all reasonable effort to ensure accessibility.</p> <ul style="list-style-type: none"> • The school is fully compliant with DDA requirements • The building is accessible: ramps are situated at all main entrances • The school is on one level with easy access and double doors • There is an accessible toilet • We ensure, wherever possible that equipment used is accessible to all children regardless of their needs • After school provision is accessible to all children including those with special educational needs and/or disabilities • Extra-curricular activities are accessible for children with special educational needs and/or disabilities
<p>The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured</p>	<p>Our school SENCo has the National SENCo Award. The SENCo has the Dyslexia Research and Practice Post Graduate course, Accredited Teacher Status (ATS) allowing specialist tutoring and teaching and screening of children. The SENCo completed the Senior Mental Health Lead training. All TAs have completed NASEN's Focus on SEND in Primary Schools training. All teachers have completed The School Suite Understanding SEND training. This ensures all staff have an understanding of SEND. All staff have been trained in 'Trauma Awareness'.</p>



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	<p>It is the SENCo’s responsibility to support the class teacher in meeting the needs of children with SEND. The school provides training and support to enable all staff, including TAs, to improve the teaching and learning of children, including those with SEND. Whole staff training on SEND issues is provided by the SENCo and staff also attend courses run by the National College and outside agencies that are relevant to the needs of specific children in their class. On-going professional development is key to ensuring all staff remain updated and skilled.</p>
<p>Evaluating the Effectiveness of the provision made for children and young people with SEND.</p>	<p>At Waverton Community Primary school we measure children’s progress in learning against National expectations and age- related expectations. NFER tests are used to give a standardised score for Maths, Reading and Spelling where appropriate. Starting points are taken into consideration and we acknowledge that although attainment may be below age expectation, a child, particularly with SEND, can still make good progress. Children who have personalised curriculums have progress assessed in a different way to ensure that small steps of learning are recognised. Your child’s progress will be continually monitored by his or her class teacher. Your child’s progress will be reviewed formally with the Headteacher, Deputy Headteacher and SENCo at pupil progress meetings.</p>
<p>How children and young people with SEND engage in activities available with children and young people who do not have special educational needs</p>	<p>We are a fully inclusive school and children will be educated alongside their peers, following the National Curriculum, wherever this is appropriate. Planning and teaching is highly differentiated so tasks are suitable for a wide range of learners. Teaching Assistants also support children in the classroom. Enrichment activities are available for all children.</p>
<p>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 SEND and measures to prevent bullying.</p>	<p>We recognise that some children have extra emotional and social needs that require support in school to enable them to be developed and nurtured. These needs may manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative. The school follows a structured PSHE (Personal, Social, Health and Economic education) and RSE (Relationships, Sex Education) curriculum to support children’s development in this area. We have a trained, Emotional Literacy Support Assistant (ELSA), who works with individuals and groups of children two days a week. The emotional health and well-being of our pupils is very important to us and for those children who find aspects of this difficult we offer:</p> <ul style="list-style-type: none"> • Playtime and lunchtime support • A robust safeguarding policy in place, following national guidelines • We are an anti-bullying school • Each class has a ‘Zones of Regulation’ area and the intervention is implemented by all staff • Buddy System • Collaboration with our School Nurse to support pupils with emotional and medical needs • If your child still needs extra support, with your permission the SENCo will access further support through the Team Around the Family (TAF) process. • The Headteacher or SENCO will refer to CAHMS when appropriate • The Headteacher and all staff continually monitor the emotional health and well-being of all our pupils



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	<ul style="list-style-type: none"> Where there are long-lasting difficulties the school will consider whether a child might have SEND <p>The SENCO has attended Mental Health First Aid training, Next Steps and Emotional based non-attendance training.</p>
<p>How the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting families.</p>	<p>The SENCO will make referrals or contact outside agencies using the local authorities recommended pathways. These may include:</p> <p>Local Authority provision</p> <ul style="list-style-type: none"> Cheshire West and Chester SEND Team Autism Outreach Service Educational Psychology Consultation Service Sensory Service for children with visual or hearing needs Information, Advice, Support Service SALT (Speech and Language Therapy) Sensory processing occupational therapy support service (SPOTSS) <p>Health Provision</p> <ul style="list-style-type: none"> Community Paediatrician Additional Speech and Language Therapy input to provide a higher level of service to the school School Nurse Child and Adolescent Mental Health (CAMHs) <p>The Head teacher liaises with social care bodies, the SENCO will become involved if a child has SEND or a PEP is to be written.</p>
<p>Arrangements for handling complaints from parents of children with SEND about the provision made at school</p>	<p>In the first instance we encourage parents to contact your child’s class teacher. If parents still have concerns, then please contact the Headteacher. In the very unlikely event that a concern is not resolved then please contact our SEND Governor or Chair of Governors. The School Complaints procedure is available on the School Website or from the School office.</p>
<p>Where can you find further information regarding services for your child?</p>	<p>The information in this report forms part of Cheshire West and Chester’s Local Offer which can accessed at</p> <p>https://livewell.cheshirewestandchester.gov.uk</p> <p>SEND Team Advisory Officer – 07766 071614 senteamwest@cheshirewestandcheshire.gov.uk</p> <p>SEND Consultant – Alison Robinson Speech and Language – 01244 650432 School Nurse –01244 381 366 CAMHS – 01244 528612 Occupational Health – 01244 363260 Educational Psychologist – 01244 976260</p>