



Waverley School

Primary Phase SEND Information Report 2025-2026

Welcome to Waverley School's SEND Information Report. The information in this section will provide you with the detail you require to gain an understanding about the SEND provision offered within the Primary Phase and Resource Base.

For information on how we identify and assess children with additional needs, please read our **SEND Policy**.

What is SEND?

SEND stands for Special Educational Needs and/or Disability and has a legal definition. Children with SEND may have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. At Waverley School we are committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress in school.

SEND pupils may require additional support and/or resources when completing learning tasks at school. Provision falls under the following four broad areas:

- Cognition and learning.
- Social, emotional and mental health.
- Communication and interaction.
- Sensory and/or physical needs.

Vision

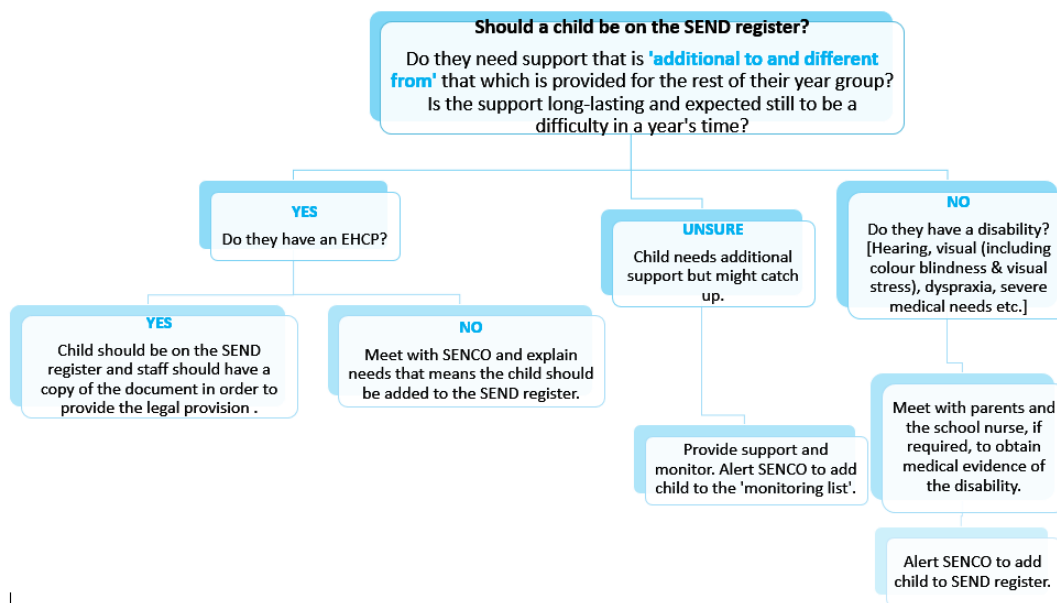
At Waverley School, we believe that every child has the right to a high-quality, inclusive education that empowers them to reach their full potential. We are committed to fostering a supportive and nurturing environment where all learners, regardless of their needs or starting points, are valued, respected, and celebrated. At the heart of our approach is the unwavering belief that every teacher is a teacher of SEND. This means that every member of staff takes shared responsibility for identifying and meeting the needs of all learners through adaptive teaching, high expectations, and a culture of collaboration. We work closely with families, specialists, and the wider community to ensure that students with SEND are not only included, but thrive academically, socially, and emotionally as part of the Waverley family.

How does the school know if my child has SEND and what should I do if I think my child has SEND?

We recognise that identifying SEND is very important in the Primary Phase at Waverley School and use a variety of different ways to assess whether a child has special educational needs.



Waverley School
Primary Phase: SEND Register



*Most children who received Speech & Language support for speech sounds difficulties (when a child has difficulty pronouncing sounds in words) are likely to have the issue resolved with therapy and therefore do not need to go on the register.

*Those with language difficulties (trouble understanding or being understood through communication) tend to have a longer lasting difficulty and therefore might need to be added to the SEND Register.

Some of the ways we identify SEND include:

- Observations.
- School based data and test results.
- Information from parents and carers.
- Information from the child or young person.
- Specialised assessments carried out by members of the school's support services.
- Information from previous schools or settings.
- Results from end of key stage assessments.
- Discussions with adults who work with the child or young person.

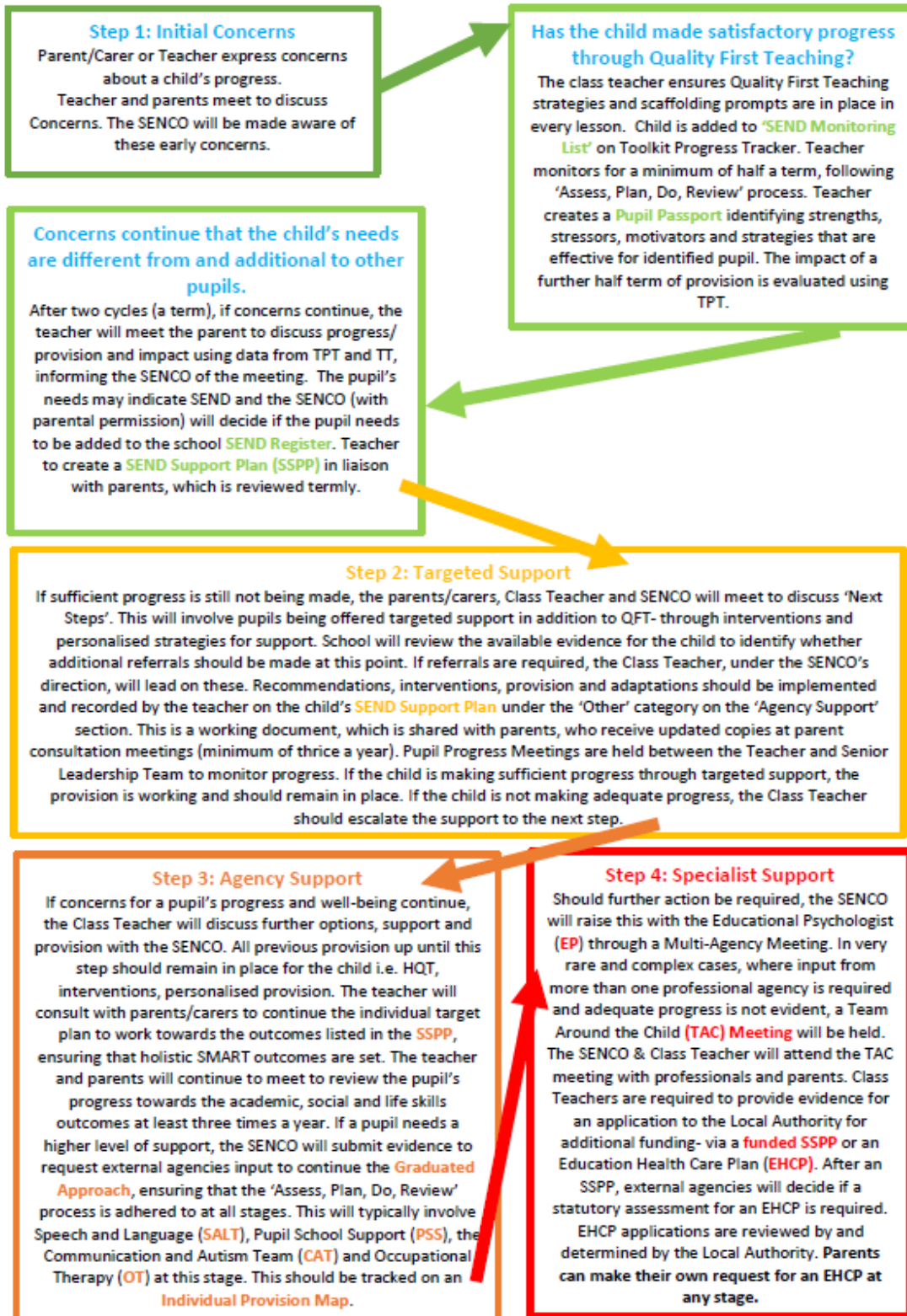
When a child has been identified as requiring SEND support there is an ongoing cycle of assess, plan, do and review.

Once a child has been identified as having special educational needs, colleagues within the Primary Phase will discuss next steps with parents. School then follows the tiered graduated approach to support pupils' needs.



Waverley School
Primary Phase: SEND Graduated Response Flowchart

Every Teacher is a Teacher of SEND





- **Universal Support**

This includes high quality inclusive teaching, which considers the learning needs of all pupils in the classroom. It requires teachers to provide differentiated and scaffolded activities to create an inclusive learning environment.

At Universal level, we use our notional SEN funding. This is money that we receive as part of our school budget, to provide high quality teaching, which may include some very minor adaptations in order to meet a pupils' learning need. At Waverley School, every child on the SEN register, will have a SEND Support Plan to document outcomes and targets, as well as provision- including the differentiation and reasonable adjustments being made for the child.

- **Targeted Intervention**

Targeted support includes specific, additional and time-limited interventions that target identified gaps in a child's development. The support is designed to accelerate progress. Often interventions are delivered in small groups by school staff members. Pupil in receipt of wave 2 interventions are often referred to as having 'SEN support'. Specific, targeted small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum.

If necessary, to fund the interventions, school may apply for a SEND Support Provision Plan (SSPP) which the Local Authority may choose to approve or refuse. Parents should note that all SSPPs require the approval and authorisation from external services before sending to SENAR for the decision around funding allocation to be made.

- **Specialist Interventions**

This includes specialist provision for the minority of pupils where it is necessary to provide highly tailored interventions to support their academic progress and/or personal development. Pupils receiving a wave 3 intervention and access to specialist external support, participate either on a 1:1 or small group basis.

School may work with outside agencies, parents and the child to consider the next steps for the child depending on the child, their progress and personal development. If necessary, a Team Around the Child (TAC) meeting may be held so that a collective decision about future arrangements can be made by all involved with the child. In this meeting, if agreed, it may be necessary to apply for a



holistic statutory assessment of individual needs through an Education Health Care Plan (EHCP). If this is agreed to by professionals, evidence in support of an EHCP needs to be gathered and clearly documented through the graduated approach; assess, plan, do and review cycle and noted within the child's SEND Plan. This process usually takes a minimum of two academic terms to fully evidence unless there are extenuating / special circumstances.

If parents are concerned, please do not hesitate to speak with their class teacher, our Family Support Worker or the Special Educational Needs Co-ordinator (SENCo).

How will the school let me know if they have any concerns about my child's learning?

If there are concerns about a child's level of need or amount of progress that has been made, the class teacher will arrange to discuss this with you. The child's views will also be taken into account. Waverley School aims to promote appropriate and effective teaching and learning along with open and honest communication and a partnership approach – involving all people in all decisions and listening to everyone's views, as set out in Birmingham's Local Offer.

What does school offer for SEND pupils?

At Waverley School we follow guidance given to schools in the SEND code of practice.

Examples of general class based provision include:

- Practitioners producing Pupil Passports to identify strategies that work for the child so that these can be shared with other staff members and necessary visitors e.g. Lunch Time Supervisors, external support services and supply staff members.
- Consistently good high quality teaching and learning for every child in every lesson.
- Teachers changing and adapting what they are teaching and the way they teach the child with the rest of the class.
- Extra support being given in a small group by an adult to help the child or young person learn the things they are finding difficult.
- Extra support being given to the child or young person by an adult for a short time during the day to support their learning skills. Usually by an expertly trained Teaching Assistant.
- Production of a SEND Support Plan that is co-produced by pupils, parents and staff to show what the child or young person needs help with.
- Teachers using support programmes especially made to help the child or young person to build communication and interaction skills.
- Teachers using strategies within the classroom to help the child or young person understand or deal with things that are happening (for example visual timetables, task boards or social stories).
- Teachers seeking advice from professionals and specialist staff trained in school to give advice to adults working with the child or young people.
- Adaptations to the school environment where possible and specialist equipment is used.
- School staff delivering small group evidence based interventions for SEND pupils.

A very special provision Waverley School offers to pupils with Education and Health Care Plans (EHCPs) includes:

- We have a Primary Phase Resource Base where children with cognition and learning needs are taught.



- To be eligible for a place in the Resource Base, children must have an Education Health and Care Plan.
- Places are allocated by the Local Authority's, Special Educational Needs team (SENAR).
- Children are taught in two classes, which are mixed age groups.
- Currently there is a pre-verbal group and a verbal group.
- The cognition and learning Resource Base aims to improve the core areas of Reading, Writing, Maths and social skills for children who have cognition and learning needs identified as their major need via an Education, Health and Care plan.
- In accordance with the requirements of the child's EHCP, pupils will follow a personalised curriculum focusing on Phonics, Reading, Writing, Speaking, Listening, group interaction and Maths.
- Subjects such as PE and Topic based areas are likely to be taught supported in a mainstream classroom.
- The Resource Base provision is further enhanced through the inclusion of specialist Music lessons, Spanish and PE for each of the groups.
- In each small group in the Resource Base there are trained practitioners, who work closely with pupils individually or in low staff to pupil ratios.
- Practitioners are trained in carefully selected interventions.
- Children will integrate into the most appropriate year group to their chronological age where appropriate.
- In some circumstances it may be necessary to integrate a child into a different year group.
- Where possible, children will be integrated in mainstream classes in pairs.
- Integration will initially be supported by a Teaching Assistant.
- This support may be withdrawn once a child is settled and happy.
- Integration has to be in the child's best interest first and foremost.
- Resource Base pupils are expected to access recreation times and assemblies, along with their mainstream peers.

Our Resource Base Charter

Vision

- To provide specialist teaching support for children with cognition and learning needs.
- To work to a high professional standard to provide an environment where children with cognition and learning needs make good and outstanding progress.

Environment

- The children feel emotionally safe.
- The environment is language rich.
- There is evidence of learning on the working walls.
- Time is given to communicate successfully verbally and non-verbally.
- Enhanced listening environment – close to teacher/ facing teacher.

Planning

- Adapted to support the needs of the child taking into account specific cognition and learning targets.
- Liaison with mainstream teachers to support learning.
- Liaison with professional services to support learning.



- Multisensory approaches to stimulate, engage and support children with their learning.

Teaching

- Small groups and one-to-one.
- Focused CPD and ongoing training for staff.
- Emphasis on teaching necessary skills.
- Concepts delivered in language children can access and new learning continually broken down into small, achievable steps.
- Prompting with cues.
- Opportunities, where safe and appropriate, to integrate with mainstream children to meet child's specific needs.
- Real-life experience– use of real objects in teaching and trips and visits to reinforce learning.

Assessment

- Annual access to professional assessments to underpin academic progress- in line with EHCP requirements
- Termly summative assessments on Target Tracker and Toolkit Progress Tracker to measure small steps of progress
- Immediate verbal feedback given to children during the lesson
- Use of technology and observations to record work and progress
- Regular feedback through Class Dojo to document the outcomes
- Regular meetings with parents/ carers- minimum of three times a year

Resources

- Specialist resources
- Use of visual prompts
- Use of visuals to support for learning
- Specific intervention programmes carried out with individual children by school staff
- Collaboration between staff and other professionals to meet the individual needs of the child: Health, Local Authority, Community
- Liaison with professionals from other schools to aid transition to and from the Primary Phase
- Regular communication with parents and carers
- Professionalism
- Adults trained in specific approaches to teaching children with cognition and learning needs
- Ongoing CPD to keep up to date with latest research/ strategies
- Adults model and disseminate expertise and good practice to mainstream colleagues

In the Primary Phase, we have a Learning Mentor, who enhances the support to our SEND pupils, as well as an onsite School Counsellor who offers additional provision.

How are the staff in school supported to work with pupils with SEND?

All staff at Waverley School receive regular continuing professional development to assist them in adapting the learning to ensure that pupils with SEND have their learning needs met. This may include the addition of outside agencies to visit the school and provide training.



Pupil Passports are provided to all teaching and support staff to enable them to know each child's particular area of need and to assist them with selecting appropriate strategies to support and manage these.

How will the school measure the progress of pupils with Special Educational Needs?

We understand that communication is important to ensuring all pupils enjoy school and achieve their full potential. As a means of communication we use the following:

- An annual report is issued each year.
- Parents' evenings takes place three times a year.
- Annual reviews are held for pupils with Education Health Care Plans (EHCP).
- Personalised Education Plan (PEP) meetings are held for Looked After Children (LAC).

All children's progress, including those children or young people with special educational needs, is tracked using the school's assessment tracking system Target Tracker. Every child is assessed regularly through summative techniques including teacher marking, observations and questioning, as well as through more formal assessments such as curriculum tests and standardised assessments.

Waverley School use the Birmingham's Toolkit Progress Tracker (TPT) Toolkits which support assessment to identify the small steps of progress pupils are making. All SEND pupils are assessed during each term using TPT alongside Target Tracker to identify and measure the progress steps pupils have made within the toolkits.

In addition, staff work closely with parents to establish individual targets that are to help the SEND child succeed both academically and socially on personal outcomes. These targets, published in a SEND Support Plan, are reviewed at least three times a year. This helps staff within the Primary Phase to monitor provision, identify what is working and anything that needs to change.

The progress each child is making is discussed at pupil progress meetings with the class teacher and Senior Leadership Team, plus with parents at review meetings.

What extra-curricular activities can a pupil with Special Educational Needs access at school?

We believe that all children are entitled to a broad and balanced curriculum. This includes access to fun and stimulating extra-curricular activities. All children including those with SEND can participate in after-school clubs and booster sessions.

Where appropriate and possible, adjustments are made to ensure all children with special educational needs are fully included in these activities. School monitors children who attend all extra-curricular activities and ensures that SEND pupils attend clubs too.

Does the school have a Special Educational Needs Co-ordinator? If so, who are they and how can someone get in touch with them?

The Primary Phase is supported by a dedicated Special Educational Needs Co-ordinator (SENCo), Miss Khatoon. Parents are encouraged to first speak with their child's class teacher. Should further information or support be required, they may then arrange a meeting with Miss Khatoon by contacting the school at 0121 566 6600.

Alternatively, parents can contact the SEND Admin Support Worker, Ms Scott via the SEND email address: sendenquiry@waverley.bham.sch.uk



Miss Khatoon is also on duty several morning and afternoons each week. Parents are free to approach her on the playground to book an appointment, but it may not always be possible to speak for any length of time.

What training do the staff in school have in relation to pupils with Special Educational Needs?

At Waverley School, we believe that all staff should be involved in supporting pupils with special educational needs therefore Leaders ensure that all staff members have the appropriate training.

Various staff have been trained for different aspects of special educational needs including:

- Precision Teaching
- Direct Phonics
- Speech and language interventions
- Intensive Interactions
- Attention Autism
- Sensory Circuits
- Write Dance
- Talkabout for Children
- Specialist teaching for Dyslexia
- Autism training
- Person Centred Review Facilitation
- First Aid
- Asthma, Allergies and Epipens.

How does the school get more specialist help for pupils if they need it?

Specialist support that the Primary Phase has access to includes:

Agency or Service	Who they work with	How school can get in contact with them
ESOL classes	Parents who want to improve/learn English to support pupils at home.	School staff can fill in a referral form and pass on to the Family Support Worker.
School Nurse	Children with medical needs particularly where medication is needed.	School staff can fill in a form which parents or carers sign to refer to our allocated School Nurse. The School Nurse can then phone parents and work with pupils for further support and general advice.
School Mentoring	Children who have particular needs, especially when emotional support is required.	School staff can fill in a form which parents or carers need to give consent for, for the School Mentor to work with pupils. The Mentor can then offer onsite mentoring support for pupils.



School Family Support Worker	Children and parents who require additional support either at school, at home or for both.	School staff can fill in a referral form and pass on to the Family Support Worker.
School Counsellor	Children who have particular needs, especially when emotional support is required that is more complex than the support offered by the School Mentor.	School staff can fill in a form which parents or carers need to give consent for, for the School Counsellor to work with pupils. The Counsellor can then offer onsite support for pupils.
Communication and Autism Team (CAT)	Children or young people who have a diagnosis of Autism or communication difficulties.	They will also provide support for families of children or young people with these difficulties. School has an allocated worker who they will contact after a parent or carer signs a referral form, once in school strategies have been exhausted.
Educational Psychology Service (EPS)	Children or young people with more complex needs.	An Educational Psychologist will always be involved with a child who is referred for an Education, Health and Care Plan. School have an allocated professional who they will contact after a parent or carer signs a referral form.
Physical Support Team (PST)	Children or young person with physical difficulties which impact on their access in the school setting.	School can contact for support and advice and an allocated worker who they will contact after a parent or carer signs a referral form.
Pupil and School Support (PSS)	Children or young people who are working below the levels expected for their age.	A Pupil and School Support Teacher will also work with staff in schools offering support, advice and training. Pupil and School Support teachers regularly visit schools. School will let parents or carers know if they need to work with the child or young person.
Sensory Support Service (SSS)	Children or young people who have particular sensory needs such as visual or hearing difficulties where access to the usual school environment is effective.	Pupils are usually referred following a medical diagnosis, however school can phone them for further support and general advice.



Traded Speech and Language Therapy Service (SALT)	Children or young people with a high level speech and language difficulties.	School pay additionally for the needs of children in mainstream. This worker The family doctor can also refer if needed.
Occupational Therapy (OT)	Children or young people with physical difficulties that require regular exercise.	Pupils are usually referred following a medical diagnosis, however school can phone them for further support and general advice.

How are parents of children and young people with Special Educational Needs involved in the education of their children?

Our school encourages parents' support to form an effective partnership between home and school. Parents are welcome to book appointments with appropriate staff members to ensure full involvement in the education of their child.

In addition, our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Regular meetings with SENCo, class teacher and/or support staff.
- Target setting so parents can see what their child is working on next.
- Regular curriculum newsletters to inform parents of what will be going on during the term.
- Information on the school website.
- Parents' evenings.
- Parent drop-ins/coffee mornings.
- Signposting to parent groups.
- Seeking parents' views on SEND Support Plans/Annual Review documentation.
- Access to our Family Support Worker.

How are pupils with Special Educational Needs involved in their own education?

At Waverley School we aim to involve all children in the evaluations and implementation of their own education. For children with Special Educational Needs, we use a variety of strategies to support this including:

- Person Centred Reviews.
- Teachers/ Teaching Assistants present in meetings.
- Child and a friend present in Annual Reviews.
- Meetings with the SENCO.
- Target setting takes place during conversations and/or with the SENCO/support staff. This way pupils have some control and ownership over their learning.
- We ensure that the child has a designated adult to go to if they need help.
- Where appropriate, medical care plans.
- Pupil passports for each SEND child.
- Pupil passports are shared with the necessary staff so that needs and behaviours can be met and understood.
- Visual timetables are used consistently throughout the school so that children have a clear idea of what their school day will involve.



- Classroom learning can be adapted by the inclusion of personalised work stations and/or learning breaks.
- A choice/range of equipment available for the child to select during their lessons.
- Children work with a range of different partners and not just in set groups.

How does the school get feedback from SEND pupils?

We regularly ask our pupils with SEND for feedback and provide them with the opportunity to engage with our pupil voice questionnaires. Their views are very important to us. We also use the following tools to get pupils feedback:

- We conduct pupil voice interviews and surveys throughout the academic year to help identify areas for development.
- Pupil and parent voice are sought through EHCP meetings, which take place annually.
- Pupils are encouraged to speak to staff to share any concerns they may have.

If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body deal with the complaint?

If you have a complaint about the school, it is advised that you initially read the schools complaints policy.

Following this, you may request to speak to the SENCO or Principal.

Our school and governing body take complaints seriously and will act upon these on an individual basis. We will do everything we can to resolve the issue.

How does the governing body involve other people in meeting the needs of pupils with Special Education Needs, including support for their families?

In our school we have a governor who is responsible for Special Educational Needs.

The SEN Governor's role includes meeting with the SENCO regularly. In these meetings, the SEN governor makes sure that children, young people and families are being supported by the right services from in and outside of school.

The SEN Governor will also visit the school, observe what happens in classrooms and meet with class teachers, support staff and children.

Who are the support services that can help parents with pupils who have Special Educational Needs?

These are the external support services that can help parents:

Agency or Service	Who they support parents	How to contact them
Special Educational Needs and Disability Information and Disability Advice and	Special Educational Needs and Disability Information and Disability Advice and Support Service exists to explain special	Special Educational Needs and Disability Information Advice and Support Service Opening hours: 8:45am to 5pm, Monday to Friday.



Support Service (SENDIASS)	educational needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may be useful.	Lancaster Circus PO Box 16289 Birmingham B2 2XN Telephone: 0121 303 5004 Birmingham City Council https://www.localofferbirmingham.co.uk/
Autism West Midlands	Supports families with any questions about ASC	Telephone: 0121 450 7582 Autism West Midlands https://autismwestmidlands.org.uk/
Forward Thinking Birmingham	Supports children with emotional and mental health issues, with counselling and advice and support for other family members.	There is a drop in Digbeth (Pause). If you are in crisis Attending your GP surgery for a referral, speak to the pastoral team at school or complete a parent referral Forward Thinking https://www.forwardthinkingbirmingham.org.uk/ Services https://www.forwardthinkingbirmingham.org.uk/services/13-pause Urgent Help https://www.forwardthinkingbirmingham.org.uk/get-help-urgently

How does the school support pupils with Special Educational Needs through transition?

We aim to make times of transition as easy as possible for the children and young people at Waverley School. Our transition between phases is enhanced through the close network of onsite colleagues, including between the Primary and Secondary Phases.

During points of transition, staff prioritise meeting and talking to the SEND child their family so that we can answer any questions.

In addition to this, when starting at our school we may:

- Meet with/contact staff at the child's previous school or setting.
- Provide the child with a transition book that has photographs of the key staff and areas around school.
- Read reports from people who have worked with the child previously.
- Arrange visits to our school so the child gets to see it before they start properly.



- Give any adults working with the child, their pupil passport, describing the help and support they need in school.

When moving to a new year group we:

- Introduce the child or young person to their new teacher.
- Plan for at least a session, during the summer term, where the child and class will work in their new classroom and with the new staff.
- Hold transition meetings where staff meet with previous staff to pass on information and appropriate strategies.
- Give any adults working with the child, the pupil passport.
- Follow up meetings with the SENCO, as necessary.

When moving to a new school, or new phase within school we may:

- Talk to key staff about things that help the child or young person to learn well and be happy at school.
- Arrange extra visits to the new school with a member of staff from our school if that is what the child wants.

How can parents find the Birmingham Local Authority's local offer?

The Birmingham Local Authority's Local Offer can be found at:

<https://www.localofferbirmingham.co.uk/>

The local offer brings Parents & Carers of children and young people with special educational needs & disability, (SEND), together with a wide and diverse range of Specialist or Targeted Service Providers.

How will the teaching be adapted for my child with SEND? What additional intervention/ provision will be provided for my child with SEND?

Teachers plan work for all children to make progress, using quality first teaching strategies. The work and support will be different for different groups of children depending on their level of need.

Teachers employ the following strategies to support children with additional needs to become independent learners:

- Interventions
- One to one or group support
- Response sessions– pre and post tutoring.
- Adapted tasks and resources
- Use of visual support and visual resources
- Speaking and listening opportunities

Which resources will my child with SEND access?

- All children have access to a wide range of cross curricular resources with different types of practical and visual apparatus to support learning and progress.
- Our reading books, in class and to take home, are book banded so that they are at the right level for your child to make progress.
- We have a range of ICT equipment including iPads, computers and cameras to support children recording their work in different ways across the school environment.



- Positions of tables and chairs are always considered for children with physical, hearing or sight impairment.
- Reading materials are enlarged for children with sight impairment.
- Working walls have examples of teacher modelling to support independent learning.
- Children are encouraged to talk with partners or in small groups to develop their ideas, reason and articulate before recording them.
- Visual prompts are available on classroom display boards including time tables, behaviour reminders and key vocabulary.

How will the whole school day be made accessible to my child with SEND?

The school has been adapted to ensure accessibility for all pupils. Such adaptations include:

- Lifts throughout school to ensure all children can access all floors and departments.
- Disabled toilet access facilities.
- Integrated shower unit.
- Classroom space/ room size and layout to allow for mobility and pupil access.
- Visual timetables.
- Visual resources.
- Workstations.
- Task management boards.