



# Waverley Education Foundation

## SEND Policy - Primary

July 2025

<b>Applicable to:</b>	Waverley School -Primary
<b>Last Review Date:</b>	July 2025
<b>Approved by:</b>	Principal/ Executive Principal
<b>Next Review due by:</b>	July 2026
<b>Status:</b>	Statutory
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## Foreword

**This policy incorporates our Waverley Education Foundation Trust mission of 'Learning Through Diversity' and our vision, values and ethos.**

Our policy incorporates our values of Humanity, Equality, Aspiration and Respect (HEAR), which upholds The United Nations Convention on the Rights of the Pupil. In turn, this supports us in providing an environment that allows all learners to flourish because mutual respect is encouraged alongside a strong desire to learn. We regularly review our policies and the work of the school so that our pupils can receive the best possible advantages and opportunities we create for them.

## 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.

### **Our policy supports our school values of:**

**Humanity:** Enabling all pupils to succeed in a global and British Society, through fostering an understanding of human values and attitudes, past and present.

**Equality:** We value the diversity of the school community and respect the individuality of each person to ensure that there is an equality of opportunity for everyone.

**Aspiration:** We all have the right to achieve and share the achievements (excellence) from all our backgrounds.

**Respect:** We value diversity and respect the individuality of each person by creating an environment which allows all to flourish through mutual respect.

## Introduction

This policy is in line with the SEND Code of Practice 2015. It is part of a whole school strategy to promote the inclusion and effective learning for all pupils.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or 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 or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by

relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

### **Disabled children and young people**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

### **Aims and objectives of the Special Educational Needs (SEND) policy in the Primary Phase**

The SEND Code of Practice (January 2015) categorises special educational needs under four areas

#### **- Cognition and Learning (C&L)**

Cognition is the umbrella term for a child’s learning skills. It is their ability to process information, reason, remember and relate.

#### **- Communication and Interaction (C&I)**

Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.

#### **- Social, Emotional and Mental Health (SEMH)**

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range.

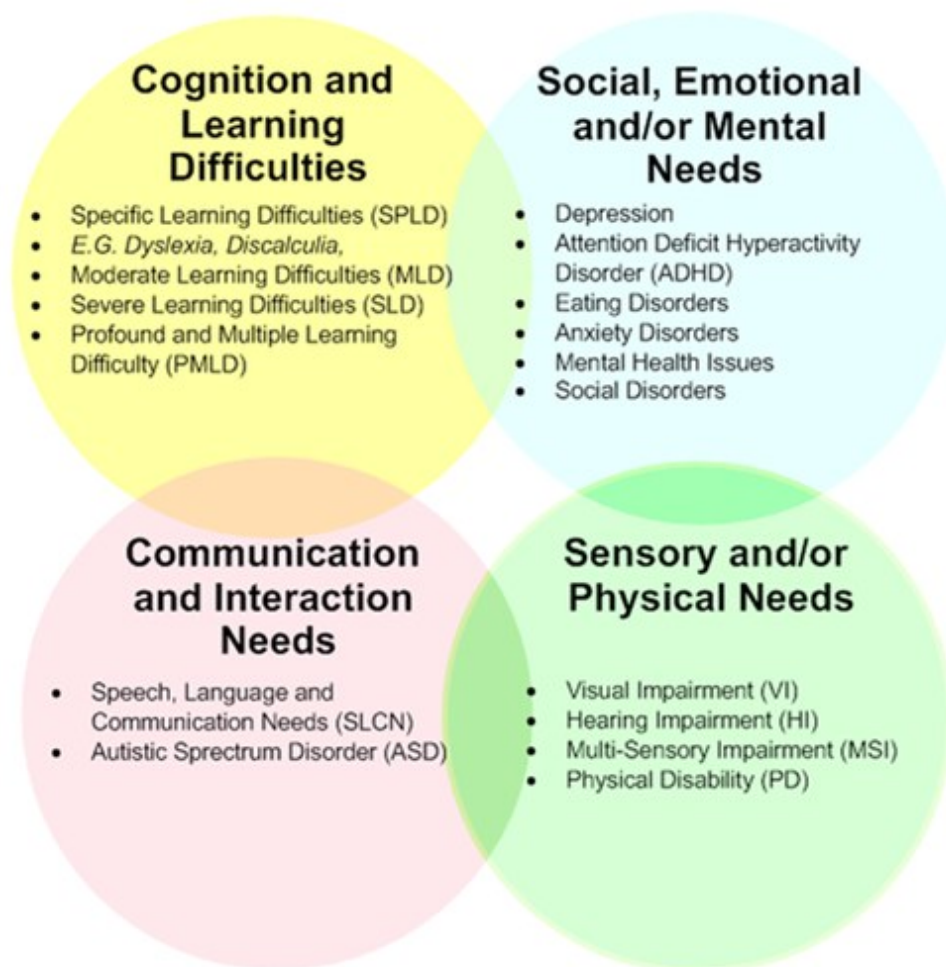
Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships.

These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

#### **- Sensory and/ or Physical (S&P)**

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning.

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



A child or young person may have SEND in one or more of these areas. All staff should be aware that SEND needs can often be multiple and overlapping. Staff should always be open to the consideration that social and emotional needs may mask an underlying Cognition and Learning, Communication and Interaction or Sensory difficulty, therefore accurate assessment of need is crucial.

Children may have SEND either throughout or at any time during their time at Waverley School. This policy for Primary aged pupils aims to ensure that curriculum planning, learning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child.

We aim to work with the Local Authority (LA) and Special Educational Needs Assessment and Review Service (SENAR) to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need.

The aims of our Primary SEND Policy are to ensure that:

- All children are given full access to the curriculum (in accordance with their needs and provision requirements – reasonable adjustments may mean that one’s child’s curriculum may appear different to another’s) and that each child’s achievements are valued
- SEND is identified as early as possible in the child’s school life, and that these needs are met
- All learners make the best possible progress

- Procedures for identifying children with SEND are known by all staff
- Staff are kept aware of appropriate provision for the range of SEND needs
- Parents and carers are involved and informed of their child's SEND and provision, and that there is effective communication between parents/carers and school
- Records follow the child through the school, which are clear, factual and up to date
- There is adequate resourcing for SEND and involvement of outside agencies where appropriate
- All stakeholders are clear on what effective teaching and learning in the Primary Phase looks like for children with SEND needs

### **Management of SEND within Primary**

We recognise that all teachers are teachers of SEND. The Head Teacher (Principal) and Governing Body have delegated the responsibility for the day-to-day implementation of the SEND policy to the Special Educational Needs and Disability Co-ordinator (SENCo) and all teaching staff within the Primary Phase and Resource Base at Waverley School.

#### **In the Primary Phase class teachers are:**

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.' (0-25 SEND Code of Practice)

- Responsible and accountable for the progress and development of all pupils in their class, including where support staff are involved
- Adhering to the Teachers' Standards at all times to uphold the minimum expectation for professionals
- Appropriately qualified and experienced
- Supported to gain skills and knowledge in areas that will improve their teaching and their support of child or young person with SEND
- Able to access support and guidance from the SENCo in school
- Supported to access advice and training where needed
- Responsible for differentiating the curriculum to accommodate the needs of all pupils and students in the class
- Equipped with the skills to implement the assess, plan, do and review cycle effectively
- Are aware of the needs of the pupil and make reasonable adjustments in every lesson to support the child to be successful
- Have access to and are familiar with planning documents, Pupil Passports, SEND tracking systems- Toolkit Progress Tracker

- Are actively engaging in providing the best level of support for all children, including SEND pupils
- Are clear about what is expected of them in relation to named pupils/students and groups of pupils/students
- Planning for and adjusting the level of teaching for a child or young person's SEND plan and individual targets into their teaching when a pupil is in their teaching group.

**The key responsibilities of the SENCo include:**

- overseeing the day-to-day implementation of the school's SEND policy;
- co-ordinating provision for children with SEND;
- leading as the designated teacher for Looked After Children (LAC), or liaising with the relevant designated teacher for LAC children if the child has SEND;
- advising on a graduated approach to providing SEND Support;
- advising on the deployment of the school's delegated SEND budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEND, in liaison and close consultation with class teachers;
- liaising with early years' providers, other schools, educational psychologists, other outside agencies, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially SENAR and the LA;
- supporting colleagues to liaise with potential next educational providers to ensure that the young person and their parents are informed about options and a smooth transition is planned;
- working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the Primary Phase's records for SEND are up to date.

**Admission arrangements**

No pupil will be refused admission to school on the basis of their special educational need or disability. In line with the SEND and Disability Act, we do not discriminate against disabled children and actively take all reasonable steps to provide effective educational provision for all children.

In the event of a pupil's needs being seen as significantly greater than mainstream provision with reasonable adjustments (e.g. a pupil may require significantly higher levels of adult support, health and safety procedures require additional resourcing), school may be required to discuss this with parents and the LA to ensure that all appropriate resources are in place to ensure the needs of the pupil are met most effectively. These discussions may need to be completed prior to admission.

**Identification and Assessment of Special Educational Needs**

Some of the children who join us in Reception have been in early education in Nurseries and their

needs may already have been assessed and identified. All children are assessed as they enter our school, so that we can build on this prior learning.

An audit of pupil need will be completed at the earliest opportunity in the school year. School tracking data is used to monitor progress of all children at the termly Pupil Progress Meetings held by the Senior Leadership Team with class teachers. The range of support made in the school each year (in response to identified need) is detailed in the Interventions Overview.

Waverley School's Primary Phase is committed to early identification of SEND and adopts a graduated response to meeting this in line with the SEND Code of Practice 2015. In line with the Code of Practice, a range of evidence is collected through the usual assessment and monitoring arrangements.

SEND provision will be coordinated under the **Assess - Plan – Do – Review** model, as advised by Birmingham Local Authority.

This means that when needs are/ have been identified, provision and individual requirements will be planned for in line with the assessment (PLAN); the planned provisions will then take place over a sufficient period of time – some interventions and provisions will have specific time requirements; others will give a sufficient period of time (at least one half term, depending on the frequency of delivery (DO); the success of the provision/ intervention will then be assessed (sometimes involving outside agency support) to determine next step needs (REVIEW).

### **Primary Phase SEND Support**

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. At the heart of this strategy is the good planning and delivery of well-sequenced, manageable lessons. This includes making effective pedagogical choices. However, despite the high-quality teaching offered as part of the universal provision, when it becomes clear that a child is failing to make appropriate progress, additional support will be provided following the expectations documented in the SEND Code of Practice. The level of support the child receives may progress from universal provision, to targeted provision.

### **Provision Waves**

All pupils will be provided with high quality teaching that is tailored to meet the diverse needs of all learners.

In Primary, a small number of pupils will need work to be at a different level in order for the children to be able to access learning appropriately- this will be achieved through differentiation. The rest of the class will be supported to achieve the same goal and outcome with carefully considered scaffolds and resources.

There are three provision stages known as 'waves' that outline the provision that are available for pupils.



## Universal

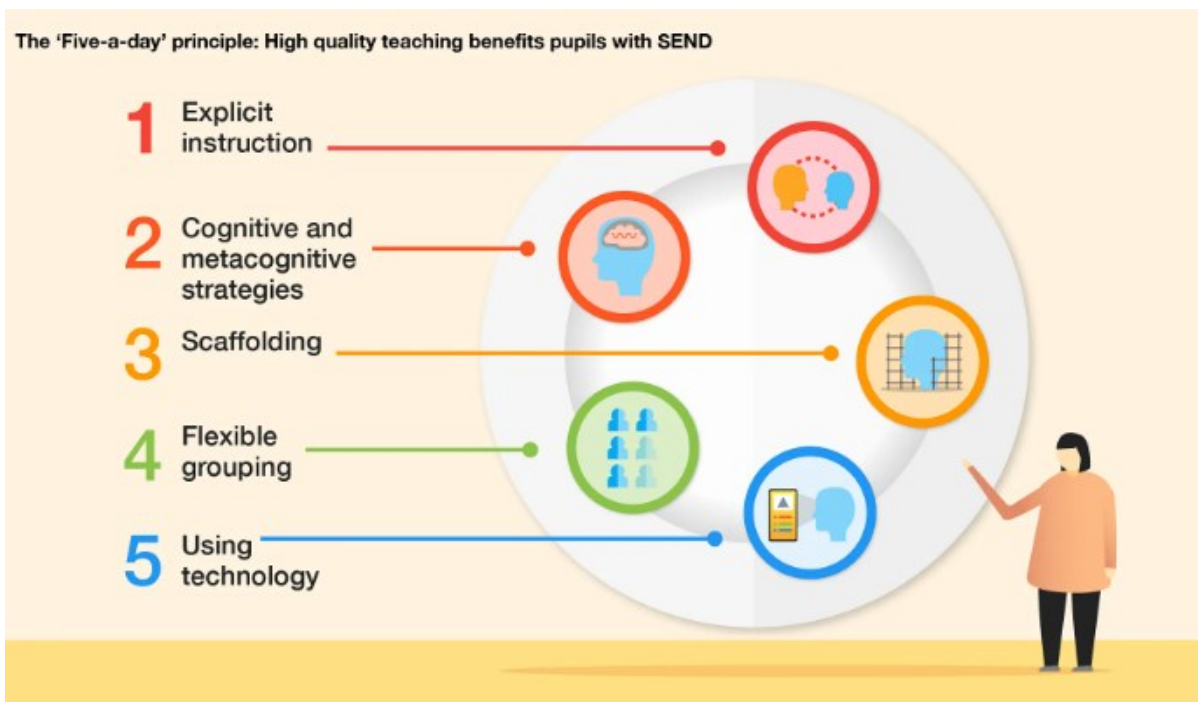
Wave 1: Universal provision, describes a range of support that is available to all pupils.

Universal provision covers all pupils and includes Quality First (High Quality) teaching which differentiates for basic needs. Need which can be met through practical adaptations may also sit at a universal level if the culture of the organisation supports access and removes barriers to learning. The pupil's needs may be described as part of a wider provision map.

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

Teachers in the Primary Phase are aware that adaptive practice and reacting live to pupil feedback, responses and understanding is key to ensuring that all children are able to achieve therefore strong assessment for learning strategies are needed to best support SEND children. Adaptive practice, a form of differentiation which adapts the language and process of instruction to meet the needs of all pupils in the class, supporting all pupils to work towards the same goal, is essential to elicit evidence of learning to make those in-the-moment adjustments where required, such as changing the pitch or the pace or using questions to probe further and provide stretch.

Within the Primary Phase, High Quality Teaching for SEND follows the Education Endowment Fund's research in to how teachers can support pupils with SEND in daily practice following five principles for effective SEND teaching.



The five specific approaches — indicated in the graphic above — are particularly well-evidenced as having a positive impact. Harnessing these evidence-informed strategies will positively support all learners, including those with SEND.

Using the five principles, high quality teaching in every classroom within Primary should offer:

### **1. Explicit Instruction**

Teaching in a direct, structured way, with instructions that are clearly shared using teacher- led approaches, or a 'I do', 'We do', 'You do' strategy. To support SEND children, modelling will play an important part in every lesson. Modelling, or the teacher specifically showing the children how to complete an activity or narrating their actions to provide insights into the type of thought processes that go into completing different activities will be a key factor in aiding all children, including SEND learners to visualise the end goal. Guided practice, known as the 'we do' component of an explicitly taught lesson, involves the teacher working through problems with children at the same time, step-by-step, while checking that they execute each step correctly.

Teachers' use of assessment for learning by ensuring regular progress sweeps and mini-plenaries is key to ensuring every child succeeds in each lesson.

### **2. Cognitive and Metacognitive Strategies**

Cognition i.e. the mental process involved in knowing, understanding and learning, which is often defined as 'learning to learn'.

Metacognition- thinking about your own learning more explicitly. Using specific strategies for planning, monitoring, and evaluating learning.

Planning for both cognition and metacognition will result in highly motivated learners who are willing and ready to engage in learning for intrinsic reasons.

### **3. Scaffolding**

The process of giving support to learners at the appropriate time at the appropriate level to meet the needs of the individual e.g. through the use of aids or resources.

### **4. Flexible Grouping**

Within the Primary Phase, children are allocated to groups for their learning. Nevertheless these groups are not permanent and flexibility is encouraged to support pupils' progress. The use of flexible grouping with opportunities for children to be part of many different groups based on readiness, interest, ability or learning style. Different strategies for lesson planning is key for SEND support within Primary, including using mixed ability grouping to support SEND children with specific elements in a lesson e.g. matching SEND children with a peer to support reading or spelling.

### **5. Use of Technology**

#### **Targeted**

Wave 2: Targeted provision, describes what some pupils will receive if they do not make expected progress with universal provision.

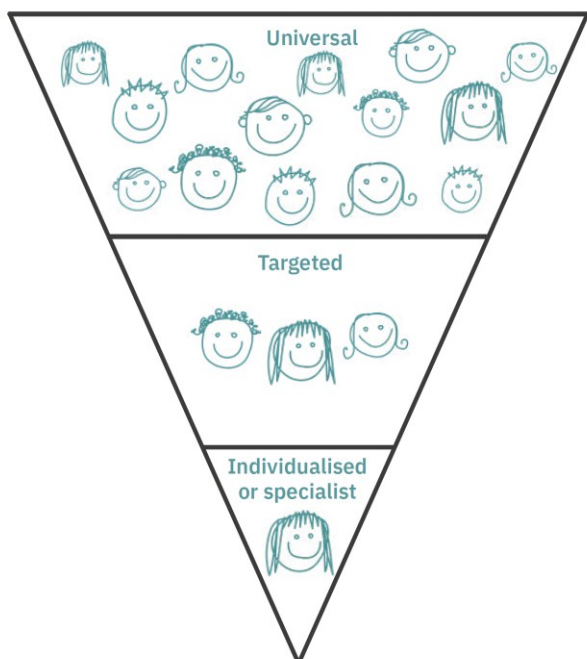
Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.

#### **Specialist**

Wave 3: Specialist provision, describes the extra types of support that a few pupils might receive if targeted provision does not enable them to make consistent progress.

Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

The graduated approach can be characterised as an inverse pyramid with most learners having their needs met within the universal provision made by the setting, a number of children requiring targeted support as detailed in a SEND support plan, with an even smaller number of children with more acute needs requiring specialist SEND support articulated through a more formal Educational Health and Care Plan.



The triggers for intervention through school support (wave 2) are concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent social, emotional and/ or mental health difficulties
- Has sensory and/or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties

The class teacher will remain responsible for working with the child on a daily basis. Children at this stage will be given extra support from the school's resources, within the context of a Pupil Passport and SEND Support Plan.

For pupils identified as having areas of need for within English and Maths, including with Speaking and Listening, a Pupil Profile will be generated using Toolkit Progress Tracker (TPT). TPT is used by all teachers and support staff to assess a pupil's current attainment. Steps are subdivided into smaller attainment steps to enable progress to be tracked more effectively.

Targets for pupils using TPT will be generated based on the next steps for learning for key areas within each subject. All pupils with SEND will be tracked on the continuums linking to the TPT and this will be updated at least termly by the class teacher.

For pupils whose needs include areas related more to Communication and Interaction, Sensory and/ or Physical and Social, Emotional and/ or Mental Health needs, Support Plan targets will also be

generated and will cover outcomes relating to these areas. Outcomes are written in consultation with the class teachers, SENDCo, pupils and parents/carers and outside agencies/ advisories (as required).

Outcomes will be generated through the support of in-school or NHS Speech and Language Therapy, Occupational Therapists, Sensory Support, Physiotherapists, the AET Progression Framework, progression ladder guidance for various, specific diagnoses, Educational Psychology/ Access to Education advice, etc. Outcomes will be generated by outside agencies, when they are offering support to individuals.

**Pupil Passports** will detail;

- Individual information about the pupil
- Strategies to support classroom/ in school teaching, learning and inclusion
- Additional information about the pupil, which is pertinent to be known by all adults working with them e.g. what works well for them, triggers for challenge, seating positions, etc.
- The provision to be put in place

The Pupil Passport will be reviewed at least termly by the Class Teacher and Teaching Assistant and, if appropriate, new targets will be set on a rolling basis. The Leadership Team will be kept aware of progress made or any barriers to progress. Parents/carers will also be asked to contribute to the target-setting and review process.

There are no national requirements for a SEND support plan. This document is intended as a 'Good Practice' guide to help schools, LA and other parties to establish effective SEND support plans that enable positive parental partnership, acknowledge pupil voice and multiagency working.

### **SEND Support Provision Plans**

The Local Authority has adopted the use of SEND Support Provision Plans (SSPPs). These plans are a graduated response to a school's SEND offer and are additional to School's Support Provision Plans. They are the stage prior to making a Statutory Assessment request. Where pupils have had their needs assessed and reviewed as part of the Pupil Profile process and there are continuing concerns about progress/ attainment, despite additional support/ intervention and reasonable adjustments, the pupil's needs can be documented within a SSPP.

SSPPs take on a very similar format to the LA model for Statutory Assessment (EHCP model) but are co-ordinated by school, with the support of outside agencies. Where additional resourcing is deemed necessary, school can make applications to the LA for funding to enable continued support to meet a pupil's needs. This must be in agreement with all agencies/ professionals involved and will be submitted to the LA for their agreement.

As with all SEND provision/support, the graduated response for SEND provision allows an increased support from Pupil Profile to SSPP; if there is then later a need to increase support/ provision

further, school (in partnership with parents/ carers and professionals) also have the ability to increase further by making a Statutory Assessment request. If after a period of SSPP and after review, it is deemed that less support/ provision is required due to the amount of progress made, there is also the option to revert a pupil back to a Pupil Profile.

For SSPP, external support services will see the child, in school, so that they can advise teachers on outcomes, provision and accompanying strategies, provide more specialist assessments to inform planning and the measurement of pupil progress, give advice on the use of new or specialist strategies or materials, and in some cases, provide support for particular activities.

The reasons for an SSPP will be that, despite receiving individualised support under school support the child:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at Year Group Expectations which are significantly below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has social, emotional and mental health difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised inclusion management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits from a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Parents and carers are always consulted and permission sought when consulting the following outside agencies:

Educational Psychology Service (EPS)

- Communication and Autism Team (CAT)
- Pupil and School Support (PSS)
- City of Birmingham Schools (COBS)
- Speech and Language Therapy (SALT)
- Community Paediatrician Teams
- Occupational Therapy (OT)
- Sensory Support Service (Hearing and Vision Impairment)

The delivery, monitoring and review of the interventions recorded in the Pupil Profile and SSPP continues to be the responsibility of the class teacher.

## **Statutory Assessment - Education Health Care Plan (EHCP)**

If, despite an individualised programme, a child continues to demonstrate significant cause for concern, a request for an EHCP will be made to the local authority. This request is made in consultation with parents, the pupil (where appropriate) and specialist support services.

Requests for EHCPs may also be made by a parent or by referral from a specialist support agency. If the local authority agrees that the child has educational needs that require an EHCP, levels of support will be outlined in the EHCP, which will be reviewed annually with all agencies involved with the child.

## **Curriculum access and provision**

All staff in the Primary Phase at Waverley School are aware of their responsibilities towards children with SEND. In order to meet the learning needs of all pupils, teachers adapt work and a positive and sensitive attitude is shown. Where pupils are identified as having SEND, the school provides support related to their needs.

Within universal and targeted provision (waves 1 and 2), the following additional support maybe provided:

- In-class support for small groups with Class Teacher or Teaching Assistant
- Small group support inside or outside the classroom with a Teacher or Teaching Assistant
- Individual in-class support with the teaching team
- Individual support inside or outside of the classroom with a Teacher or Teaching Assistant
- Further adaptation and differentiation of resources
- Where necessary, individual support will be provided from specialist agencies

For pupils with an EHCP (wave 3), provision will be in line with the recommendations on the outcomes of the EHCP.

## **Links with educational support services**

We aim to maintain a close working relationship with all educational support services. For pupils with SEND, any one or more of the following services may be involved in developing strategies and programmes to support the child's progress:

- Pupil and School Support Service (PSS)
- Educational Psychology Service (EPS)
- Communication and Autism Team (CAT)
- City of Birmingham Schools (COBS)

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Sensory Support Team including Hearing Impairment (HI), Vision Impairment (VI) and Physical Difficulties (PDSS) Teams
- School Nurse
- SENDIASS/ Parent Partnership

## **INSET**

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training and other professional development activities. This is identified during professional development meetings, which take place throughout the academic year. Professional development may be provided by outside agencies, from peer observations/tutoring, visits to other schools, etc.

## **Partnership with parents/carers and children**

At Waverley School, we work closely with parents and carers, and recognise that they have much to contribute to our support for children with SEND. The school works in partnership with parents and carers to achieve our aims by:

- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome when they come into school to talk about their child
- Telephone and email contact with the SEND Team
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having
- Instilling confidence that the school will listen and act accordingly
- Keeping them fully informed of their child's progress and needs

We recognise that our pupils have a right to be involved in making decisions. Pupils may be involved in this process by:

- Contributing to setting their targets, where appropriate, and the content of their Pupil Passports
- Reviewing progress towards targets
- Providing evidence for formal reviews and meetings and, where appropriate, attendance at formal reviews (participation will depend on age and ability and at an appropriate level)

## **Allocation of Resources**

The budget for SEND is delegated by the LA. The Principal and SENCO will determine the allocation of the SEND budget in liaison with the Executive Principal and Business Manager according to need and intended provision.

## **Monitoring and evaluation**

The SENCo monitors the movement of children within the SEND and the school data tracking systems, and provides staff and Governors with three summaries of the impact of the policy. The SENCo and the named Governor, with responsibility for special needs, hold twice yearly review meetings.

## **Success Criteria for SEND policy**

The following success criteria have been identified to evaluate the effectiveness of the SEND policy:

- The SEND database is updated termly in line with attainment trackers
- The database is up-to-date and accurate
- There is movement on the register, both up and down the levels of intervention
- Parents/carers are kept informed of their children's targets and progress, and feel involved in their children's education
- Pupils on the SEND register will have regular reviews of their targets during Parents' Evening sessions
- All teachers and support staff are aware of the SEND procedures
- There is evidence of SEND pupil progress over time
- Resource needs are identified, obtained and used effectively
- SEND issues are included in staff development training
- All teaching staff are aware of their responsibilities with regards to children with SEND
- The SENCo shares a SEND action plan for the whole school and Resource Base with the Leadership Team and relevant staff and reviews the plan regularly
- The Governing Body is informed of SEND developments and progress
- Positive relationships with external outside agencies are maintained

## **Complaints**

If there are any complaints relating to the provision for pupils with SEND, these will be dealt with in the first instance by the class teacher, this can then be escalated to the Year Group Leader. If in the unlikely event that the concerns have not been addressed at this stage the SENCO or a Senior Leader will be the next port of call followed by escalation to the Principal or SEND Governor.

## **SENCO information**

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](mailto:sendenquiry@waverley.bham.sch.uk)