

Special Educational Needs and Disabilities

At Waterringbury, we work hard to ensure that we are an inclusive environment, welcoming children with a range of social and emotional needs, learning difficulties, language and communication needs and physical disabilities to our school. We assess every child's needs and ensure that they are fully supported, working closely with parents, children and other professionals to achieve this. All staff have high expectations of the children's work and behaviour and set challenging learning targets. We set clear plans to support children in achieving these goals which are shared regularly with parents/carers. We believe that all children are best supported by outstanding classroom practice and quality first teaching but we run a range of specific, targeted and effective interventions for children who need additional support. We aim to identify children's educational needs at an early age so that the right support can be put in place. We want every child to reach their potential and want to support children and their families in removing any barriers to achieving this.

At Waterringbury, the person who co-ordinates the provision for children with special educational needs or disabilities (known as our SENCo) is **Mrs Rachel Bryant**. Mrs Rachel Bryant is a qualified SENCo, has the National Qualification for Special Educational Needs Co-ordination and has had many years' in-class experience. She can be contacted at school on 01622 812199 or rbryant@waterringbury.kent.sch.uk.

The school's SEND Governor is Mr John Callaghan.

In class support is provided by a number of SEND Specialist Teaching Assistants. All teachers and teaching assistants receive regular training to meet the needs of the children in their class. The SEND team at Waterringbury has a vast amount of knowledge on all areas of SEND and are confident at utilising this to support a range of children's needs.

In 2014, the government introduced a new SEN Code of practice which led to our school developing our practice so that we are able to offer the best provision for our children. Mrs Rachel Bryant (SENCo) produces a SEND policy which is combined with the SEND information report every year to governors which reflects the performance of the SEND support in school. This is reviewed annually.

To ensure quality first teaching is delivered to all of the children at Waterringbury, we follow the mainstream core standards set out by Kent county council. They outline the duties for schools in meeting the needs of pupils with SEND.

[Special educational needs mainstream core standards \(kelsi.org.uk\)](https://www.kelsi.org.uk/special-educational-needs-mainstream-core-standards)

A parents' guide to the Mainstream Core Standards can be found here.

[Mainstream Core Standards guide for parents \(kelsi.org.uk\)](https://www.kelsi.org.uk/mainstream-core-standards-guide-for-parents)

Kent County Council set out the provision available across the county for children with SEND, called the “local offer”. Click here [Special educational needs and disabilities \(SEND\) - Kent County Council](#) to read more about the Local Offer. You can read more about KCC's SEND Strategy here [SEND strategy - Kent County Council](#).

We believe that the early identification of pupils with additional educational needs is vital as this enables the child's needs to be assessed and provided for accordingly. **Our teachers are highly trained in many areas of special educational needs and specific learning difficulties like dyslexia, Autistic Spectrum Condition (including PDA), speech and language difficulties, ADHD/ADD and attachment.** Wherever possible, teachers will adapt their teaching style in class and give different work tasks to children so that every child can achieve and make progress; we call this differentiation. For most children, their needs can be met through this approach.

In some cases, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up or keep up with their peers academically, socially or physically. These may be in the form of additional in-class support, which we call **‘quality first teaching’** or a special outside of class provision called an **‘intervention’**. The support we put in place is highly tailored and specific to the needs of each child. We work with parents to agree the best approaches and then record these on our personalised provision plans, which are reviewed three times a year. Quality first teaching approaches include the use of additional or different resources, maximising the use of technology (laptops) as well as adjustments to the school environment. Further details of these are found in the previous 'Mainstream Core Standards' link.

We currently offer the following types of interventions in school:

Cognition and Learning - this includes difficulties like dyslexia.

Catch-up groups (reading and maths), pre-teaching groups, phonics groups, dyslexia interventions (such as pre-teaching spelling, reading and maths), targeted reading groups, or child-focused interventions we have designed ourselves.

Physical and Medical

Handwriting interventions, touch typing groups, BEAM, Clever Fingers, fine motor skills groups, groups that develop pre-writing skills like Write from the Start, Sensory Circuits and specific programmes designed by OT or Physios

Social, Emotional and Mental health

Social skills groups and/or social interventions that we have designed ourselves; interventions that help children understand, manage and regulate emotions like Zones of Regulation, comic strips; interventions that allow therapeutic approaches like Lego Therapy, drawing and talking and play therapy.

Speech, Language and Communication (this includes difficulties like Autism)

Speech Link programmes, Language Link programmes, Box Clever, social stories, sliding in method.

This list is constantly changing or being added to. Please speak to your child's class teacher or Mrs Rachel Bryant if you would like any further information about the provision we have available in school.

We are also very proud to have a **highly trained staff**. We believe that investing in training and keeping up to date with the most effective techniques in supporting children's' difficulties enables us to put the right strategies in place for them. Please see the list below for training:

Staff training

Area of SEND	Staff
<p>SEMH</p> <ul style="list-style-type: none"> • Attachment training • Positive Handling and de-escalation strategies • Mental Health first aid • Zones of regulation <ul style="list-style-type: none"> • SEMH pupils in the classroom • Boxall profile 	<p>Rachel Bryant and Catherina Henry All staff.</p> <p>Catherina Henry Hannah Farrington, Vanessa Barnett, Catherina Henry, Sarah Goodwin, Hannah Fraser, Charlotte Brazil, Sarah Jones, Florence Sealy, Lisa Blunden All staff</p> <p>Rachel Bryant</p>
<p>Communication and Interaction</p> <ul style="list-style-type: none"> • PDA training <ul style="list-style-type: none"> • Selective mutism • Social stories 	<p>Hannah Farrington, Jo Lawler, Vanessa Barnett, Sophie Colyer, Sarah Goodwin, Sam Keevil, Catherina Henry, Hannah Fraser, Charlotte Brazil, Florence Sealy, Lisa Blunden, Sarah Jones Rachel Bryant Jo Lawler</p>
<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Phonics • Making maths meaningful for pupils with SEND • Helping reluctant writers 	<p>Sile Joyce Sile Joyce</p>

<ul style="list-style-type: none"> • Core standards and quality first teaching (including strategies for pupils with dyslexia and ADHD) 	Sophie Colyer All staff
Physical and sensory needs <ul style="list-style-type: none"> • Identifying and managing sensory based behaviours • Sensory circuits 	Sile Joyce Vanessa Barnett

Access to outside services

As a school, we can currently make referrals to outside professionals including:

- the NHS for speech and language therapists, occupational therapists and paediatricians;
- agencies that support families;
- the specialist teaching service covering all areas of SEN&D;
- Play therapist;
- We can also use our funding to pay for an educational psychologist.

We would discuss the need for outside agency involvement with parents first.

Further Information and Support

IASK - Support for parents

We have also found that the Information Advisory Service Kent (IASK) is an invaluable resource to parents. IASK support families of children with special needs or disabilities. They hope to empower young people and their parents to make informed choices about their education and communicate confidently their views. Information about how they may be able to help can be found on their website [here Home | IASK](#) alongside some really helpful downloads about SEN&D across Kent.

Below you will find further information about our 'high incidence' SEND. Further information about social, emotional and mental health difficulties can also be found on our wellbeing pages.

Autism Spectrum Condition

Identify and assess	Support strategies
<p>All staff are trained in identifying the signs of Autism. The SENCo would work with the class teacher and parents to identify the child's current needs.</p> <p>Diagnostic assessment of Autism is completed by NHS Community Paediatrics, the school can make a referral to this service.</p>	<p>All staff are trained to support children with Autism Spectrum Condition.</p> <p>The SENCO works with the class teacher and parents to create a clear plan of support detailing all of the recognised and recommended strategies that are appropriate to the child. We adhere to the recommendations of KCC's Mainstream Core Standards and wider organisations like the National Autistic Society.</p>

Further information can be found:

[Approaches for school National Autistic Society](#)

[Kent Autistic Trust](#)

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Dyslexia

Identify and Assess	Support strategies
<p>All staff are trained in identifying Dyslexia in children. Staff will highlight any pupils who they have identified as showing markers for Dyslexia to the SENCO.</p> <p>The SENCO will screen the child using a digital assessment tool to identify the likelihood of Dyslexia and will inform parents of the result.</p> <p>Following this, a further, more detailed standardised assessment may be appropriate to obtain a deep understanding of the child's needs and strengths so that support programmes can be put in place.</p> <p>A formal diagnosis of Dyslexia is not obtained via school. If parents are interested in this then they should contact the SENCO.</p>	<p>All staff are trained in the latest strategies to support children with Dyslexia.</p> <p>Wateringbury CEP School follows best practice guidelines and adopts the 'Dyslexia Friendly School' model.</p> <p>Where Dyslexia difficulties have been identified, the school would work with parents to develop a clear provision plan that details the support available for that child. This may be a combination of in class strategies, maximising technology, resources or targeted interventions. We adhere to KCC's Mainstream Core Standards.</p> <p>The SENCo will work with the teacher, child and parents to ensure that the impact of Dyslexia is minimised.</p>

Further information can be found:

[Kent County Council's Dyslexia Policy](#) [Dyslexia policy - Kent County Council](#)

More information about '[Dyslexia Friendly Classrooms](#)' [making_classrooms_dyslexia_friendly.pdf \(britishcouncil.mk\)](#)

SEMH (social, emotional and mental health) difficulties

Identify and Assess	Support strategies
<p>All staff are trained in identifying SEMH difficulties in children.</p> <p>Teachers assess all children's well-being, at least 3 times a year, using leuven scales.</p> <p>The SENCO will assess the child using the Boxall profile if there is a major concern. This helps to identify the main area of need and recommends strategies that are specific to the child.</p> <p>Following this, a further, more detailed standardised assessment (by STLS or paediatrics) may be appropriate to obtain a deep understanding of the child's needs and strengths so that support programmes can be put in place.</p> <p>It is important that all our pupils know the key people they can speak to at school, and that if they want to, they can speak to any member of staff.</p> <p>Further information on wellbeing can be found from the following sources Please click on the hyperlink to be taken through to the websites:</p>	<p>All staff are trained in the latest strategies to support children with ADHD/ADD. This forms part of the teacher's quality first teaching.</p> <p>Where SEMH difficulties have been identified, the school would work with parents to develop a clear provision plan that details the support available for that child. This may be a combination of in class strategies, maximising technology, resources or targeted interventions. We adhere to KCC's Mainstream Core Standards.</p> <p>The school use a range of interventions to support children's well-being. These include: lego therapy, draw and talk, play therapy, social stories, comic strips and strategies recommended by the Boxall profile.</p> <p>The SENCo will work with the teacher, child and parents to ensure that the impact of the child's SEMH need is minimised.</p>

NHS

Information about the 5 steps to mental wellbeing and strategies about how to achieve them

NSPCC

Help and advice for parents supporting children with mental health problems

Young Minds

Young Minds have information, resources and a helpline for parents: 0808 802 5544.

Action for Children

Build Sound Minds is a campaign for improving young people's emotional wellbeing. They offer advice on how to support your child - and look after yourself.

Anna Freud Centre

Offers a range of resources that include free podcasts to help parents/carers manage child and family mental health issues.

Kent Resilience Hub

Aimed at parents of children aged between 10 and 16. A place where you can increase your understanding and find tools and approaches to help build your child's resilience.

Every Mind Matters

Support and guidance from the NHS on things like low mood, anxiety, sleep and stress.

The School Health Service

The School Health Service in Tonbridge and Malling can offer a range of support, including self-referral for counselling for young people. There are lots of links to local services too

Moodspark

A child or young person can build their own emotional resilience by using the resources at Moodsparks, a site built with young people from Kent.

Kooth

An online community supporting wellbeing for children aged 10 and over.

The following contacts may also be helpful for parents and pupils:

- **Childline** - where children can get in touch on 0800 1111
- **In an emergency or crisis pupils should also know they can contact the Samaritans or call 999.**

Every member of staff is trained in promoting wellbeing and in identifying children who may be finding things difficult. We have established the SEMH Team to identify, track and monitor the wellbeing needs of our children and the provision in place to support them.