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Annual Report to Governors on Special Educational Needs (SEN)

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Introduction

Wiveliscombe Primary has a duty to report annually to the governors on the provision for children with Special Educational Needs and /or disabilities (SEND).

The Special Educational Needs Code of Practice sets out the processes and procedures that all organisations should follow to meet the needs of children. Wiveliscombe Primary School's SEND Policy is in line with the current code of practice to ensure a graduated approach that recognises that children learn in different ways and can have different kinds of SEN and /or disabilities.

It is very important that we identify any children with SEND as early as possible. The new Code of Practice defines SEN as follows:

- A child or young person has SEN 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.

In consultation with parents, children with SEN have been placed on the SEN register. Previously we had three categories of SEN; School Action, School Action Plus and Statement. With the new Code of Practice Statements of SEN are now replaced by Education Health Care Plans (EHC Plans). The categories of School Action and School Action Plus are now identified as SEN Support with School Action Plus being identified as High Needs SEN Support. During the Autumn term 2017 the Local Authority (in conjunction with all SENDCo's) has reviewed the funding system, so that eventually only pupils with an EHC Plan will receive additional funding.

Wiveliscombe Primary's Special Educational Needs Coordinator (SENDCo) is currently **Mrs Emma Dickinson** who has been in post from September 2021. The governor with responsibility for SEND is **Mrs Gill Matthews**. The SEND policy was reviewed in November 2022 to reflect changes in the SEN Code of Practice.

Total number of pupils with SEN (SEN Support) June 2023: 16

Total number of pupils with SEN (EHCP) June 2023: 4

Level of Provision	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
SEN Support	1	0	0	1	4	5	5	16
EHC Plan (Statement)	0	1	2	0	1	0	0	4
Total SEN	1	1	2	1	5	5	5	20

The total number of children at SEN Support is below the National average.

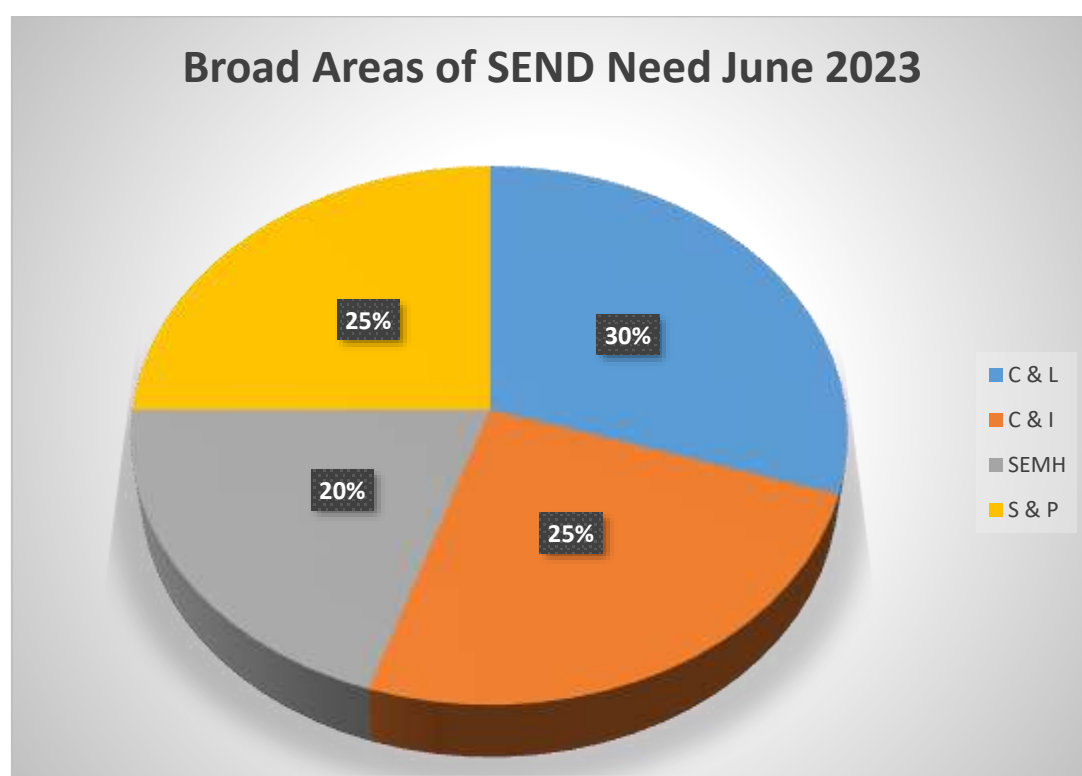
7.73% of children at Wiveliscombe Primary are **SEN Support**. The National average of primary pupils is **13.50%** (Gov.UK June 2023) [Special educational needs in England, Academic year 2022/23 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

The total number of children with an **EHCP** is below the national average. **1.93%** of children at Wiveliscombe have an EHCP compared with a national average of **2.50%** of primary pupils (Gov.UK June 2023) [Special educational needs in England, Academic year 2022/23 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk). There is one pupil that has an EHCP application pending submission.

33 % of our SEND register are disadvantaged pupils (Pupil Premium, CLA or PLAC). Our SEND register is boy heavy at **75%**.

Types of SEND

Type of Need	Percentage of children
Cognition & Learning	30% (6 Children)
Communication & Interaction	25% (5 children)
Sensory/physical/medical needs	25% (5 children)
Social, emotional and mental health difficulties	20% (4 children)
Total Number of SEN Needs	20



Progress – Years 1 – 6 (20 SEND Pupils)

Area	% SEND pupils achieving ARE or above - June 2023
Reading	30%
Writing	30%
Maths	35%

In all core curriculum areas, pupils with SEND needs are making progress. The number of SEND pupils reaching age related expectations is strongest in Maths, which has been an ongoing trend.

Deployment of Staff and Resources

The deployment of staff is reviewed continually to ensure the right intervention and provision is provided for pupils to have the greatest impact on progress. During the year teaching assistants have been trained and employed to support the SEND children in the following ways.

- Supporting pupils in class in English and Maths.
- Leading SEMH interventions (e.g. ELSA). Our ELSA Lead is also trained as a Senior Mental Health Lead. 3 selected children with SEMH needs in Year 6 were accompanied by a TA for an enhanced transition to Kingsmead this year.
- Carrying out phonics and reading interventions.
- Supporting pupils at play times who have communication/social difficulties.
- Supporting children through the implementation of speech and language programmes.
- All children on the SEND register had three extra sessions at Kingsmead for an enhanced transition in June / July.

Teaching assistants do not solely support SEN children.

External Agencies

During the school year the following external agencies supported SEND pupils within the school:

- Speech and Language service
- Educational Psychologist
- Hearing Support service
- Vision Support Service
- Autism and Communication Team
- Occupational Therapist
- Learning Support Services
- Physical Impairment and medical support Team (PIMS)
- Assistive Technology Service
- Conquest Therapeutic Centre
- TDPC (Taunton Dean Partnership College) SEMH advisory teacher/ Play therapist and Specialist SEMH HLTA
- Bristol ALP (Alternative Provision) Team
- Somerset Virtual School and Bristol 'The Hope' Virtual School

There is on-going staff development through "in house" training and using outside agencies, also sharing the expertise within the school. Teachers and Learning Support Assistants have attended training to address the needs of the school/individual pupils. Training this year has included: *SEND staff meetings lead by SENDCo, Writing SMART targets, Colourful Semantics, Support for the accurate identification of SEN, Resilience training. Phonics training* is booked in for both Teachers and TAs on the September INSET day this year. .

Parents of children on the SEN register have been kept informed of targets and progress through Individual Education Plan (IEP) meetings, an annual report and parent evenings. The SENDCo is available to talk to parents using an "open door" basis and co-produced IEPs have been particularly successful this year. All children on the SEND register have a '**Pupil Passport**' which details their personalised provision.

Meetings have been arranged between parents and the external professionals supporting their child. Parents of children who are categorised as 'High Needs' are invited to attend annual review meetings which are child-centred, seek the views of both child and parents and bring together professionals from outside agencies.

Children with Disabilities and Medical Needs

All children with SEN, disabilities and medical needs will have access to a full academic and pastoral life of the school. When a pupil has a long-term medical need, or has a condition which may require emergency treatment, an individual Health Plan will be written in consultation with parents and disseminated to school staff. Admission arrangements for children can be found on the Key Information page of the school website.