

Policy Ref:  
Student #013



## SEND Information Report

|               |                |
|---------------|----------------|
| Statutory?    | Yes            |
| Date Approved | July 2024      |
| Approved By   | Governing Body |
| Review Date   | July 2025      |

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## **Acronym Key:**

**SEND-** Special Educational Needs and Disabilities

**SEN-** Special Educational Needs

**ADPR-** Assess, Plan, Do, Review

## Statement

Co-produced by the School SENDCo, Staff, Governors and Parents.

## Our Core Offer

At Wiveliscombe Primary School:

*'Our goal is for all our children to believe in themselves, be happy, and achieve their best.'*

This statement reflects our principle that all pupils will be treated fairly, with respect and without discrimination of any kind. We are committed to providing a positive environment enhanced by appropriate, targeted resources and support to enable all children to achieve their best. We recognise and celebrate the range of strengths that children bring to our school, for example celebrating achievements gained at non-school based clubs.

We aim to provide high quality teaching to ALL children, alongside additional targeted interventions for those that require extra support. Through regular teacher and pupil progress meetings we embed our high expectations among staff about high quality teaching and the application of a differentiated and personalised approach to teaching and learning. Developing our high-quality teaching is a paramount and continual process. Teachers are responsible and accountable for the progress and development of all pupils in their class.

As a school we encourage communication between teachers and parents. Teachers are readily available to meet with parents; parents do not need to wait for an official parent meeting in order to see a teacher. If a parent has a concern about their child, we would encourage them to talk to their child's class teacher in the first instance.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Our information report describes the range of provision and support available to identified children as and when appropriate. This information is subject to change depending on budgetary constraints and policy review.

Wiveliscombe Primary School is a maintained primary school with no specialist provision on site.

Who are the best people to talk to in school about my child's difficulties with learning?



### Your child's class teacher

They are responsible for your child's learning and progress and are the first person you should talk to if you have any concerns.



### SENDCo

**Mrs Emma Dickinson is the school SENDCo.**

She is responsible for the day to day operation of the SEND Policy and coordination of specific provision to support pupils with SEND. She can be contacted via the school office on 01984 623325 or email [office@wiveliscombprimary.com](mailto:office@wiveliscombprimary.com)

### Headteacher

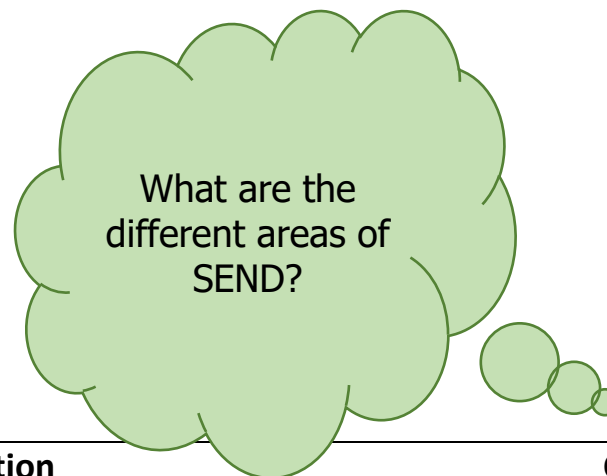
**Mrs Lucy Crowe is the Headteacher.**

She is responsible for the day to day management of all aspects of the school.

### Governors

**Mrs Gill Matthews is the SEND Governor.** She is responsible for developing and maintaining an awareness of Special Educational Needs Provision within the school on behalf of the Governing Body.





| <b><u>Communication and Interaction</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                         | <b><u>Cognition and Learning</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Children and young people with speech, language and communication needs who have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.                                                                                                                                                               | Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and Specific learning difficulties (SpLD), where there may be a difficulty with one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. |
| <b><u>Social, Emotional and Mental Health (SEMH)</u></b>                                                                                                                                                                                                                                                                                                                                                                                                            | <b><u>Physical / Sensory</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Children and young people may experience a wide range of social and emotional difficulties including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. | Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI) hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.              |

# Wiveliscombe Primary School Graduated Response



## The Graduated Response

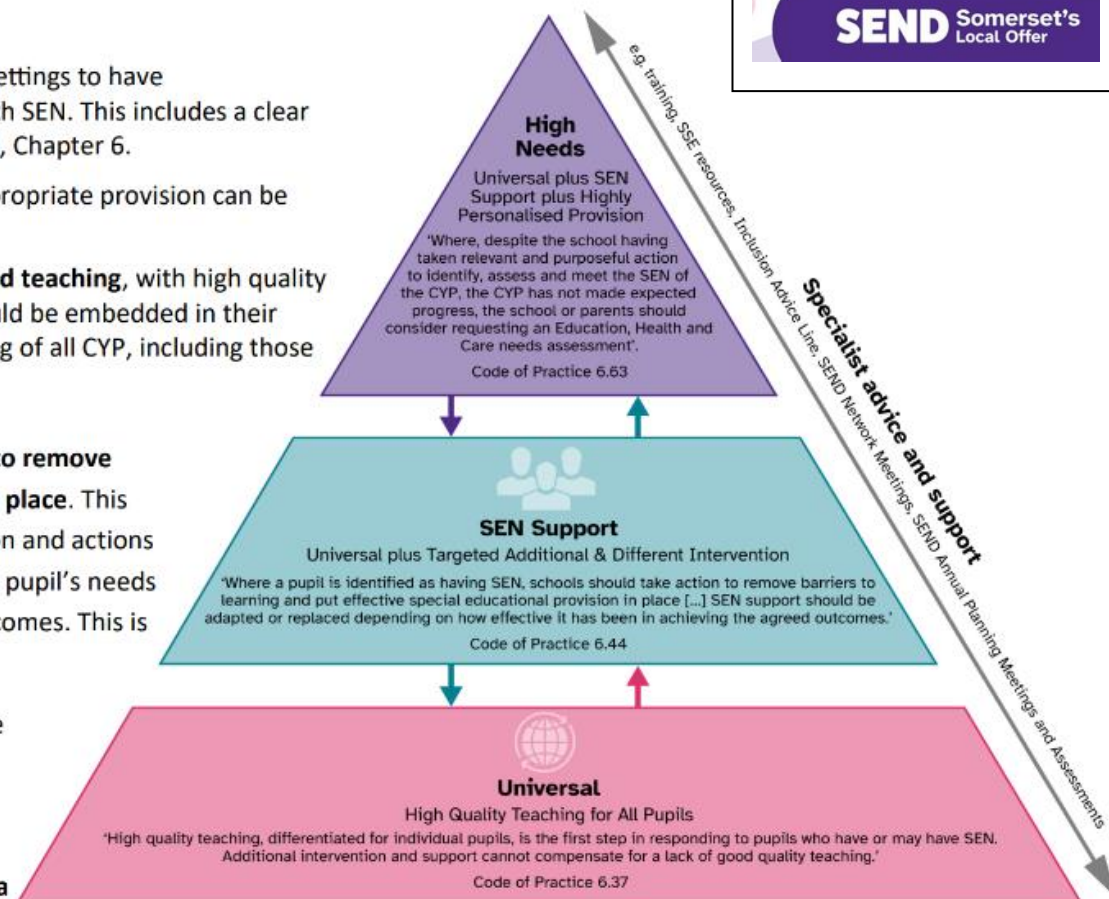
The SEND Code of Practice outlines the requirement for educational settings to have arrangements in place to support children and young people (CYP) with SEN. This includes a clear approach to identifying and responding to SEN. Code of Practice (CoP), Chapter 6.

The importance of **early identification** of the needs of CYP so that appropriate provision can be put in place at the earliest opportunity is central to the CoP.

Educational settings should offer an **inclusive approach to learning and teaching**, with high quality teaching which is differentiated for individual CYP. This approach should be embedded in their provision in all subject areas, and at all levels, and support the teaching of all CYP, including those with SEN as per the [Teacher Standards 2021](#).

Where a pupil is identified as having SEN, schools **should take action to remove barriers** to learning and **put effective special educational provision in place**. This support should take the form of a four part cycle where earlier decision and actions are revisited, revised and refined with a growing understanding of the pupil's needs and what supports them to make good progress and secure good outcomes. This is known as the graduated response, (CoP 6.44).

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's needs, the **school should consider involving specialists**, which they can do **at any point** to advise them on **identification of SEN and effective support and interventions**. A school **should always involve a specialist when a pupil continues to make little or no progress** or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence based SEN support delivered by appropriately trained staff. The pupil's parents should always be involved in the decision to involve specialists, (CoP 6.59).



For most children or young people where there is a concern, the school should work through a **graduated response** 'to ensure the relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person has been taken.' (CoP 9.14) and as per the Code of Practice 6.44. 'In a very small minority of cases of children or young people may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure.' (CoP 9.3)

## Screening and Assessment Tools as part of the APDR process

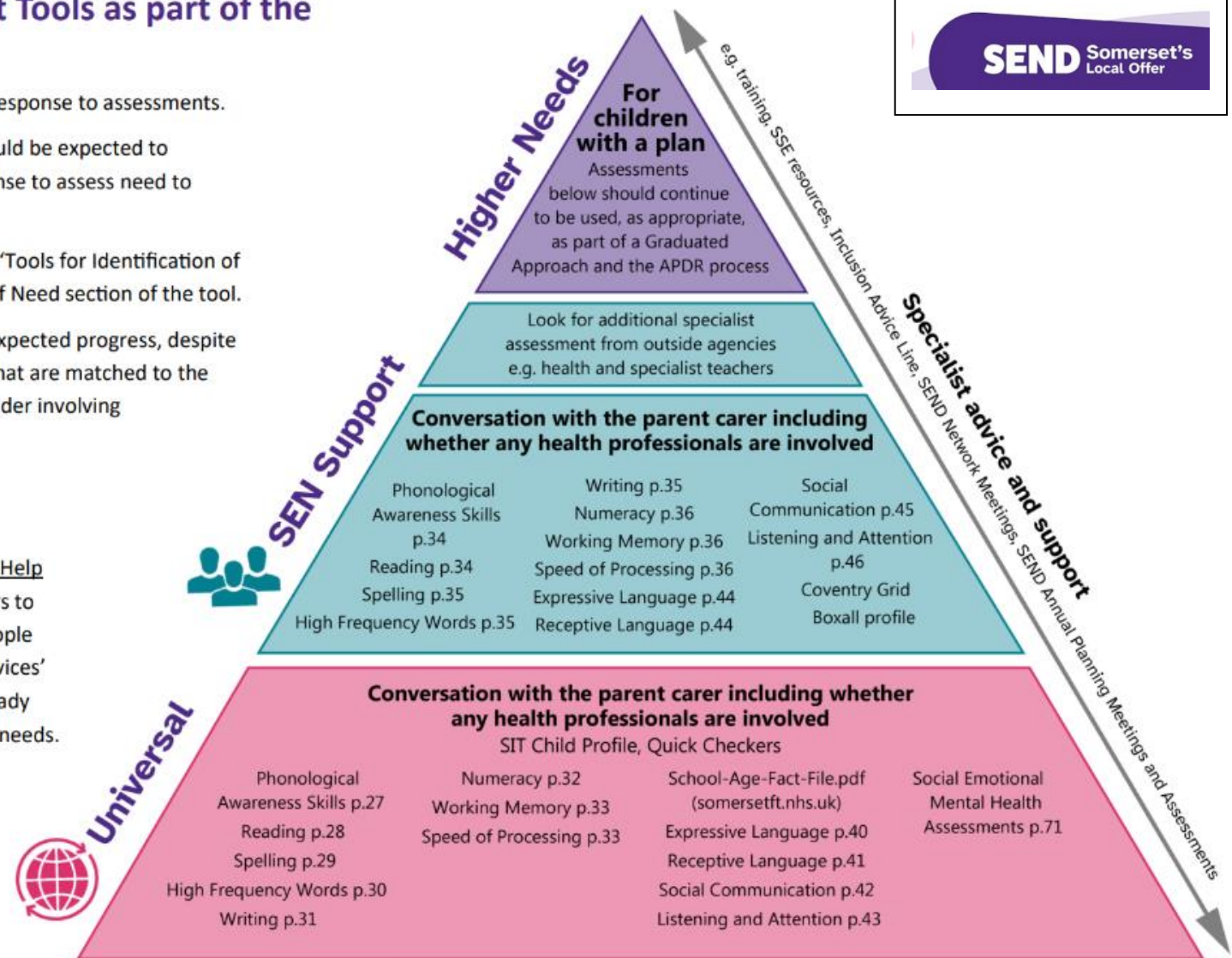
The pyramid here provides the Graduated Response to assessments.

This provides guidance for what settings would be expected to complete as part of a clear graduated response to assess need to inform the APDR process.

Links to these tools can be found within the 'Tools for Identification of Need' column within the four Broad Areas of Need section of the tool.

'Where a pupil continue to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists.' (CoP 6.58)

To access specialist support, [Somerset Early Help Assessment \(EHA\)](#) is the tool for practitioners to identify the needs of the children/young people and their families and make 'request for services' involvement where required, if services already involved are not able to meet the identified needs.



What will happen if the school or I have concerns about my child? How will I be involved?

## The Graduated Response

When identifying children who may have SEND and require additional support we follow the four-part cycle of **Assess, Plan, Do and Review** (APDR)



### Assess

To enable us to have a clear understanding of the child's need, teaching staff will use ongoing class observations and assessments, along with the views of parent/carers and pupils and previous progress and attainment information to identify any potential barrier to learning or additional needs. They may request additional specialist assessment or support to be provided by the school SENDCo.

### Plan

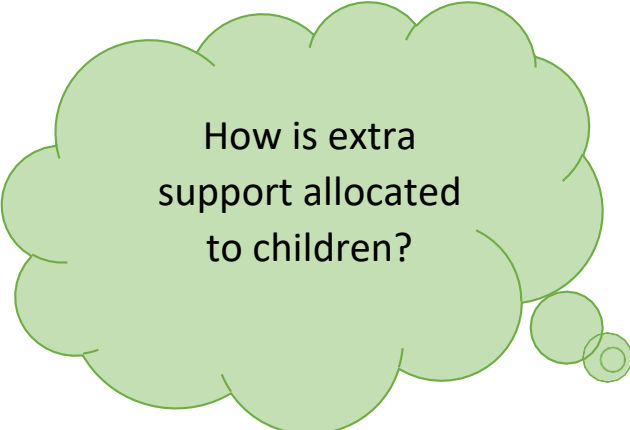
Once an area of need is identified the **class teacher and SENDCo** will agree any additional support and interventions and set desired outcomes. This will be recorded on a Pupil Passport and shared with parent/carers and pupils. If the child has medical needs then it will be recorded on an individual health plan (IHP).

### Review

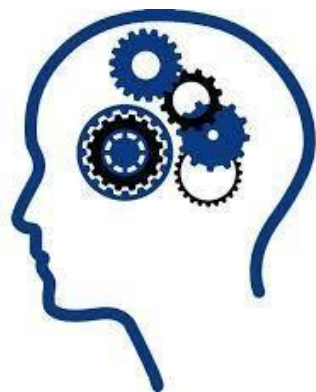
Termly reviews of the Pupil Passport/individual health plan will be carried out by class teachers and the SENDCo and the desired outcomes evaluated. Continued and further support and outcomes will be agreed and shared with parent/carers and pupils if required.

### Do

The class teacher remains responsible for the progress of the child whilst the additional support and intervention is carried out and will liaise with any adults providing additional support and parent/carers and pupils regarding this support.



How is extra support allocated to children?



The school budget is received from Somerset County Council. **The headteacher** makes decisions on the allocation of the budget for SEND in consultation with the School Governors, School Business Manager and SENDCo. This is allocated on the basis of the needs within the school and is reviewed regularly.

Funding is allocated depending on individual children's level of need and the support they require. For some children whose learning needs are severe, complex or lifelong. Additional high needs funding is provided by the local authority through an Education, Health and Care Plan (EHCP). The school budget is limited but we will always endeavour to do our best to support the SEND pupils within our school. All classes are supported by a learning support assistant every morning to deliver the curriculum and any additional provision identified.

At Wiveliscombe School we use our SEND budget to provide the following additional support. We have a trained **Emotional Literacy Support Assistant** (ELSA) our Senior Mental Health Lead, as well as a 'Draw and Talk' trained practitioner to support children's social and emotional development.

### Somerset Graduated Response Tool

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

You can also discover more at <http://www.somerset.gov.uk/localoffer> and <http://www.facebook.com/LocalOfferSomerset>

How are the teachers in school supported to work with children with SEND?

The SENDCo attends monthly development opportunities with the local cluster of schools and half termly meetings for the local area, which she then shares with other staff members through staff meetings.

TRAINING

Termly Pupil Progress meetings are held with class teachers, the SENDCo and the headteacher to discuss and support individual and groups of children.

The SENDCo runs half termly staff meetings to develop staff knowledge in the different areas of need and how they can support pupils within their class.

Regular review meetings are held with staff, the SENDCo parents and pupils to identify the things working well and things that needs improving.

An Inclusion Audit is completed yearly to identify areas for development and an action plan written to address these throughout the year.



**SEND** Somerset's Local Offer

Who are the other people providing services to children with SEND in this school?

Our school is supported by professionals from **Somerset Partnership NHS Trust**. These services provide support for individual pupils with additional needs. This includes support from Occupational Therapists (OT) Speech and Language Therapist (SALT) Physiotherapists (PT) and the Children and Adolescent Mental Health Services



Our school is supported by professionals from the Support Services for Education from the Local Authority. These services provide support and training for school staff. These include **The Educational Psychology Service, The Access to Inclusion Team, The Access and Assistive Technology Team, The Virtual School, Learning Support Services, Early Years Areas SENCOs.**



Our school works in partnership with **Taunton Deane Partnership College** to support individual pupils and staff development with Social, Emotional and Mental Health Needs (SEMH)

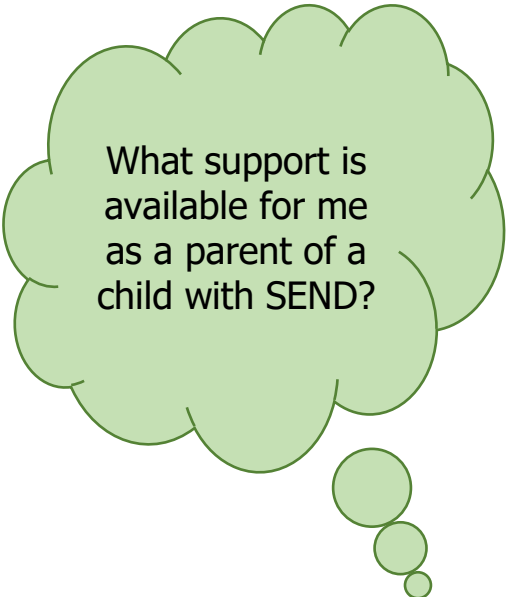


Somerset  
Partnership

Support Services  
for Education



Taunton Deane  
Partnership College



What support is available for me as a parent of a child with SEND?

We value our relationships with parents and carers and have an ***open-door*** policy. We work closely and collaboratively with you to identify your child's needs and how together we can support your child to achieve their full potential. We value your views and opinions and involve you in all aspects of your child's support through regular review meetings, including discussions and support that we seek from external professionals.

We signpost support for you through **SENDIAS** and the **Parent Carer Forum** as well as opportunities to attend workshops run by professionals such as sensory workshops and parenting courses.

Our school **Parent and Family Support Advisor (PFSA)**, is available to support you and your family.



Special Educational Needs and Disability  
Information, Advice and Support  
[www.somersetsend.org.uk](http://www.somersetsend.org.uk)

How will you support my child with SEND when they are joining the school or moving to a new class / moving to a new school?

When starting school in the Early Years Foundation Stage we hold a **School Entry Plan Meeting (SEP)** with parents and all professionals involved in your child's care to share information and carefully plan their transition to school and the support they will need, including additional visits. Home visits are offered to all families.

When your child is moving to a new class we hold a transition review meeting to share information and carefully plan any additional support they may require.

When your child is moving to Secondary School we hold a transition review meeting with the SENDCo from your child's new school to share information and carefully plan any additional support they may require, including additional visits (enhanced transition).

If your child moves to another school during their time at Primary School then we will contact the SENDCo at the new school to share information and ensure that all records are passed on to them as quickly as possible.



If your child moves to Wiveliscombe School during their time at Primary School, then we will contact the SENDCo from their previous school to request information and will arrange a transition meeting with you to share information, and carefully plan any additional support they may require.

Wiveliscombe School is fully wheelchair accessible due to ramps and sloped surfaces We have a disabled toilet and a fully working shower We have a designated area to support children in developing their social, emotional and sensory needs This includes an Emotional Literacy Support Assistant ( for children identified by the school as requiring this provision We liaise with the Physical Impairment and Medical Support Team regarding individual pupils to ensure we are supporting their auditory, visual and physical needs We complete individual risk assessments when required for pupils to engage in the wider curriculum such as school trips and residential trips, taking due note of our duties under the **Equalities Act 2010**.

How have you made the school accessible for all children?



[Somerset's SEND Local Offer](#)