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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 (2015) 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 SEND and /or disabilities.

It is very important that we identify any children with SEND as early as possible. The Code of Practice (2015) 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 and teachers, children with SEND have been placed on the SEND register at **SEN Support level**. In line with the SEND Code of Practice (2015), children with the highest SEN needs provision receive an **Education Health Care Plan** (EHC Plan). Pupils with an EHC Plan (EHCP) receive **additional funding based on a banding system**, as well as additional TA hours (25 or 32 hours support) in some cases.

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 Inclusion is **Mrs Gill Matthews**. The SEND policy is reviewed annual, the most recent in July 2025; it reflects both the **Somerset Local Offer for SEND** and use of the **Somerset Graduated Response Tool**.

Total number of pupils with SEN (SEN Support) June 2026: 20

Total number of pupils with SEN (EHCP) June 2026: 8

Level of Provision	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
SEN Support	1	3	1	4	3	2	6	20
EHC Plan (High Needs)	0	0	0	2	4	2	0	8
Total SEN	1	3	1	6	7	4	6	28

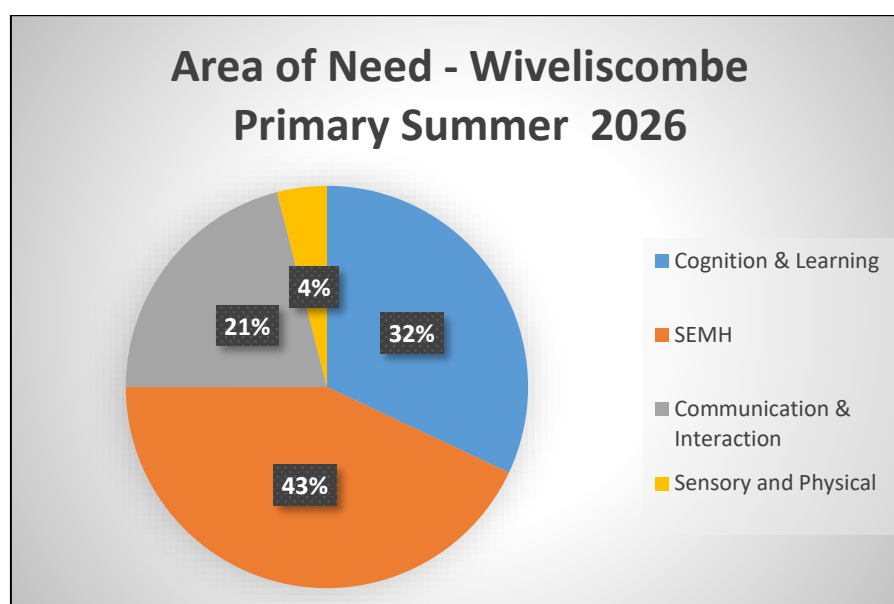
- **10%** of children at Wiveliscombe Primary are **SEN Support** and **4%** of children have an **EHCP**. The total number of children who have an **EHCP or are SEND Support** is **14.6%**, below the National average. Nationally, in primary, **19.4%** have an EHC plan or SEN support, an increase from 18.2% last year.
- [Release home - Special educational needs in England - Explore education statistics - GOV.UK](#) (Gov.UK Report June 2026)

Please note, the Local Authority has made the decision to issue an EHCP for two children in Year 4, *pending* final plans and funding confirmation. The local authority is also currently carrying out a statutory assessment process for another child in Year 1 and Year 3. There is a waiting time of approximately 26 weeks to receive an EP assessment, as well as additional time for a final decision at panel regarding awarding an EHC plan, as well as agreeing a costed plan.

32% of our SEND register are **disadvantaged pupils** (Pupil Premium, CLA or PLAC). We have four children in care (CLA) and one child in a special guardianship (PLAC) is on the register. Our SEND register continues to be boy heavy at **68%**, which reflects the national trend of boys being the largest majority of pupils with SEND. We have no pupils with EAL (English as an additional language) currently on the SEND register.

Types of SEND

Type of Need	Percentage of children
Cognition & Learning	32% (9 Children)
Communication & Interaction	21% (6 children)
Social, emotional and mental health difficulties	43% (12 children)
Sensory/physical/medical needs	4% (1 child)
Total Number of SEN Needs	28



Progress: Reception to Year 6 (Total 28 SEND Pupils)

Area	% SEND pupils achieving ARE or above - June 2026
Reading	43%
Writing	50%
Maths	46%

In all core curriculum areas, pupils with SEND needs are making good progress.

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 and across the wider curriculum.
- Leading SEMH interventions (e.g. ELSA). Our ELSA Lead is also trained as a Senior Mental Health Lead.
- Carrying out phonics, reading, and 'same day' maths interventions.
- Supporting pupils at play times who have communication/social difficulties.
- Supporting children through the implementation of speech and language programmes.
- 3 selected children with SEMH SEND needs in Year 6 were accompanied by the SENDCo for an enhanced transition to Kingsmead this year. This also involved a face-to face transition meeting with the Kingsmead Head of Year 7, as well as Mrs Dickinson (SENDCo) and the Year 6 teacher (Mrs Chesterfield).
- Teaching assistants do not solely support children with SEND needs, on the SEND register.

External Agencies

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

- Speech and Language therapy service (SALT)
- Educational Psychologist (EP)
- Assistant Educational Psychologist (EP)
- Occupational Therapist (OT)
- SEMH advisory teacher through Willow Vale School outreach service
- Theraplay practitioner and Specialist SEMH HLTA
- The Virtual School- Inclusion Lead-Transitions and Flexible Education (NCY 3 to 9)
- Inclusion Advice Line- Somerset County Council.
- Family Intervention Service (FIS)
- Children with disabilities team
- Social Services- Advanced Practitioner
- Education Engagement Service (EES)

Each term, we embrace '**SENDCo Surgeries**' for each member of staff, which provide an excellent professional space for coaching and composing high standard IEP plans that secure excellent outcomes for all children with SEND. We have recently refined and strengthened the IEP (Individual Education Plan) to track small step progress for children, including a 'Likert scale' baseline assessment based on the good practice in Educational Psychologist (EP) style reports:

Description of Baseline (B)

Rating: 1 2 3 4 5 6 7 8 9 10

What is happening now? (B):

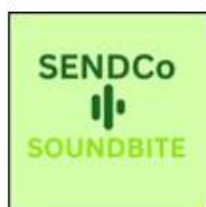
Teacher review:

Achieving (A) level

Rating: 1 2 3 4 5 6 7 8 9 10

What is happening at the time of review? (A):

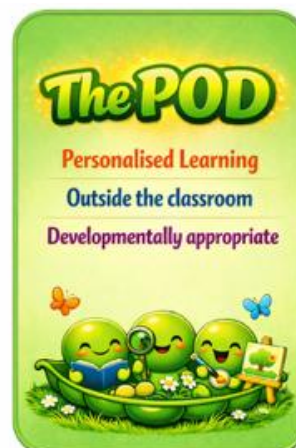
We continue to be committed to ongoing professional development for SEND through a variety of opportunities for upskilling. This includes a monthly '**SENDCo Soundbite**' for teachers, teaching assistants, and the Governors for Inclusion, detailing key questions linked to an aspect of SEND to encourage professional dialogue and development. Colleagues are given a week to reflect, discuss and research, with answers following the week after. It continues to be effective manageable, 'bite size' CPD that everyone can engage with across the school.



Wiveliscombe Primary School is a fully inclusive school. The school promotes inclusion across every aspect of school life.

Teachers and TAs have also taken part in **INSET specialised on ADHD** delivered by '*The Inclusion Service*'.

Emma Dickinson's mandatory NASENDCo (National Award for SEND Co-ordination completed Nov 2024), involved action research linked to: Task 4: Action Research- An action research project to improve children's social, emotional and mental health by upskilling Teaching Assistants' knowledge, understanding and confidence in using 'Emotion Coaching' relational techniques, . This is now confirmed to be published in December 2026 'A Guide for SENDCOS' book by Exeter University and Chapter 5 features Wiveliscombe Primary School. The research has also helped inform the development of our bespoke inclusion base, **The POD**.



Parents of children on the SEND 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**' policy, and co-produced IEPs to incorporate Educational Psychologist advice, as well as guidance from other outside professionals. All children on the SEND register have a '**Pupil Passport**' written using child voice, which details their personalised provision and promotes children's ongoing self-advocacy and self-efficacy.

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 to contribute.

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, as well as staff leading Breakfast and After school clubs. Admission arrangements for children can be found on the Key Information page of the school website.