



Wiveliscombe Primary School

Annual Report to Governors on
Special Educational Needs (SEN) 2020/21

July 2021

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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's SEN 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:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 SENCos) 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 (SENCo) is currently Mrs Mary Twomey but will be Mrs Emma Dickinson from September 2021 . The governor with responsibility for SEN is Mrs Lucy Crowe. The SEN policy was reviewed (October 2020) to reflect changes in the SEN Code of Practice.

Total number of pupils with SEN (SEN Support) July 2021: 23

Total number of pupils with SEN (EHCP) July 2021: 2

Level of Provision	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
SEN Support	1	0	5	5	3	5	4	23
EHC Plan (Statement)	N/A	N/A	N/A	N/A	N/A	N/A	2	2
Total SEN	1	0	5	5	3	5	6	25

The total number of children at SEN Support is below the National average. 11.5% of children at Wiveliscombe Primary are SEN Support. The National average (January 2021) is 12.2%. The total number of children with an EHCP is below the national average. 1% of children at Wiveliscombe have an EHCP compared with a national average of 3.7% (January 2021). There is one pupil that has an EHCP application pending.

Types of SEN

Type of Need	Number of children
Communication & Interaction	5
Cognition & Learning	14
Social, emotional and mental health difficulties	2
Sensory/physical/medical needs	4
Total	25

In all core curriculum areas SEND pupils are making progress. The number of SEND pupils reaching age related expectations is increasing in reading, writing and maths. The most marked progress is in writing where the percentage of SEND pupils reaching age related expectations has doubled this year. This progress is pleasing given the National Lockdown due to Corona Virus from January 2021 until March 2021.

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 SEN children in the following ways.

- Supporting pupils in class in Literacy and Maths.
- Leading SEMH interventions (e.g. ELSA).
- Carrying out phonic and reading interventions.
- Supporting pupils at play times who have communication/social difficulties.

- Supporting children through the implementation of speech and language programmes.

Teaching assistants do not solely support SEN children.

External Agencies

During the school year the following external agencies supported SEN pupils within the school

- Speech and Language service
- Educational Psychologist
- Hearing Support service
- Visual Support Services
- ASC Specialist Teachers
- Occupational Therapist
- Learning Support Services

Staff Development

There is on-going staff development through “in house” training and using outside agencies, also sharing the expertise within the school. Mrs Crowe, Class Teachers along with Learning Support Assistants have attended training to address the needs of the school/individual pupils. Training this year has included; autism, managing challenging behaviour and dyscalculia.

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 SENCo is available to talk to parents on an “open door” basis. Meetings have been arranged between parents and the external professionals supporting their child. Parents of children who are High Needs SEN Support 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, a Health Care 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.