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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 new 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 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 SEND Code of Practice (2015), 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 provision. During the Autumn term 2017 the Local Authority, (in conjunction with all SENDCo's), reviewed the funding system, so now only 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 SEND is **Mrs Gill Matthews**. The SEND policy was reviewed in June 2024; 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 2024: 15

Total number of pupils with SEN (EHCP) June 2024:

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

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

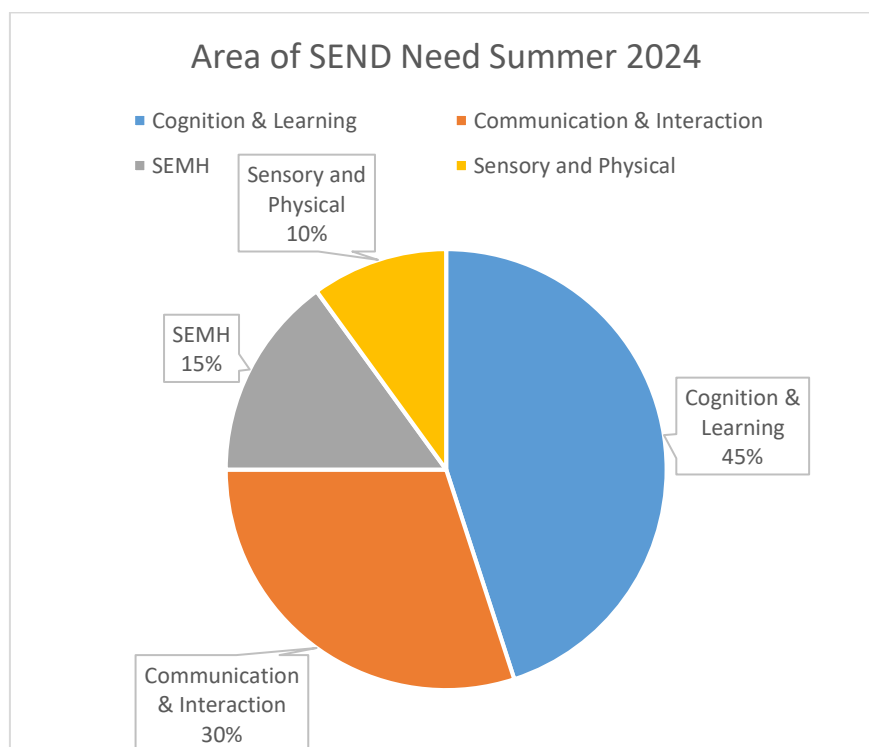
7.75% of children at Wiveliscombe Primary are **SEN Support**. The National average of primary pupils is **14.1%** (Gov.UK June 2024) [Special educational needs in England, Academic year 2023/24 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

The total number of children with an **EHCP** is below the national average. **1.89%** of children at Wiveliscombe have an EHCP compared with a national average of **3.0%** of primary pupils (Gov.UK June 2023) [Special educational needs in England, Academic year 2023/24 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk). This year we have been successful in securing one EHCP, which amounts to a process of 20 weeks in entirety. There is currently one pupil that has an EHCP application pending submission, and we are also awaiting the outcome of a consultancy to receive a new child with an EHCP for September 2024.

35% of our SEND register are disadvantaged pupils (Pupil Premium, CLA or PLAC). We have one child in care (CLA) and one child in a special guardianship (PLAC) on the register. Our SEND register is boy heavy at **65%**.

Types of SEND

Type of Need	Percentage of children
Cognition & Learning	45% (9 Children)
Communication & Interaction	30% (6 children)
Social, emotional and mental health difficulties	15% (3 children)
Sensory/physical/medical needs	10% (2 children)
Total Number of SEN Needs	20



Progress – Years 1 – 6 (20 SEND Pupils)

Area	% SEND pupils achieving ARE or above - June 2023	% SEND pupils achieving ARE or above - June 2024
Reading	30%	30%
Writing	30%	30%
Maths	35%	40%

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.
- 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.
- 3 selected children with SEND needs in Year 6 were accompanied by a TA for an enhanced transition to Kingsmead this year. This also involved a personalised transition meeting for one child with the highest needs, involving both Mrs Dickinson, Parents, TA and Kingsmead SENDCo.
- 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 therapy service (SALT)
- Trainee Educational Psychologist (EP)
- Access to inclusion – Removing barriers to learning consultation
- Occupational Therapist (OT)
- Physical Impairment and medical support Team (PIMS)
- Access and Assistive Technology Service (AAT)
- Conquest Therapeutic Centre- Play therapist/ Thrive Practitioner
- Somerset Virtual School (VS)
- Tubers – Alternative Provision Centre

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: Speech and Language therapy guidance and advice, *SEND staff meetings led by SENDCo including 'Emotion Coaching Techniques' linked to NASENDCo action research project.*

Emma Dickinson's mandatory NASENDCo (National Award for SEND Co-ordination) is pending final assessment in September 2024. Four core assignments have been completed, as well as a comprehensive portfolio of practice.

- Task 1: Review of Policy document - **A critical review of The Special Educational Needs and Disability Code of Practice 0-25 - Chapter 6 for Schools (2015)**
- Task 2: Evaluative Study - **A small-scale study evaluating parental views and understanding of their involvement in SEND provision.**
- Task 3: Reflection on Data - **A critical reflection on the use of teacher assessment data to track the progress of children with special educational needs and disabilities (SEND).**
- 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.**
- Emma has followed strict ethical protocols for both Task 2: Evaluative Study and Task 4: Action Research. This involves sharing the essays with staff and governors on request.

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 incorporating Educational Psychologist advice and Access to Inclusion guidance have been particularly effective this year. All children on the SEND register have a '**Pupil Passport**' written using child voice, which details their personalised provision and engenders 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.