

# **Annual Report to Parents on the provision for Special Educational Needs and Disabilities at Weeth CP School** **2019-2020**

## **Key Staff**

Head teacher – Miss Charlene Sargent  
Special Educational Needs & Disabilities (SEND) Governor – Caroline Thomas  
Special Educational Needs & Disabilities Coordinator (SENDCo) - Mrs Vicky Hocking

## **Code of Practice**

The school is working with the revised SEND Code of Practice published by the Department for Education and the Department for Health, which came into force on 1<sup>st</sup> April 2015. This is a statutory code that is issued by law; it explains the duties of schools and colleges to provide appropriate provision for children and young people with special educational needs and disabilities.

## **Policies**

The school's SEND Information Report, SEND policy, Accessibility policy and Equal Opportunities policy make explicit reference to provision for our pupils with special educational needs and disabilities (SEND) at Weeth. These policies can be found on the school's website and the school office.

## **Whole School Approach to Teaching and Learning**

Weeth School has a whole school approach to teaching and learning which is met in the following ways:

- High quality teaching and learning - all teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, differentiated and personalised approach and bespoke Weeth curriculum to enable all learners, including those with SEND, to engage with all aspects of school life.
- A robust teaching and learning policy in place.

## **Our Graduated | Response for | learners at Weeth | School**

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children that require support to catch up by appropriate intervention.
- Identification of children requiring SEND support and initiation of 'Assess, Plan, Do, Review' cycle.
- Consideration of application for Education, Health and Care Plans.
- All children identified as requiring school support, and/ or a formal diagnosis (eg, Autism Spectrum Disorder) or with an Education, Health and Care Plan are on the school Record of Need.
- Close working relationships are developed with parents and carers to ensure the best outcomes are achieved for all children with SEND.

### **Number of pupils identified as having SEND 2019-2020**

Year	SEN Support	SEN Support Plus	EHC Plan	Total
FS2	0	2	0	2
1	0	1	0	1
2	2	2	0	4
3	4	1	2	7
4	2	2	5	9
5	6	0	1	7
6	5	0	3	8
Totals	19	8	11	38

### **Interventions offered during the year**

- In class support
- 1:1 reading
- Nessy
- Speech & Language therapy
- Read, Write, Inc
- Draw and Talk
- RM Maths
- Personalised timetables
- Learning mentor time
- Socially Speaking
- Time to Talk
- Thrive/ TIS
- Nurture Group

Pupil progress and interventions are reviewed periodically throughout the school year. Where a pupil is not making sufficient progress, their provision will be changed accordingly. If a pupil has made significant progress, they may well no longer require an additional intervention.

### **Attendance and Exclusions**

% Attendance SEND (2019-2020) 91.5%

No fixed term exclusions

No permanent exclusions

### **Budget Allocation:**

The SEND budget was used for additional staffing to support pupils with complex SEND across the school. In addition to this we purchased assessment resources to enable early identification of Speech, Language and Communication difficulties and replenished our stock of sensory resources for use across the school. Books about areas of Special Educational Needs were also purchased to develop the skills and knowledge of all staff.

### **Deployment of Staff**

SEND pupils are supported in class by their teachers who have an understanding of their needs. Work is differentiated to meet their level of attainment and their preferred learning styles. Where necessary, learning environments are adjusted according to the needs of individual learners.

The school also employs TAs to work with specific pupils who have an Education, Health and Care Plan. We employ two learning mentors to support the Mental Health and Wellbeing needs of all pupils across the school.

The SENDCo has been employed for 3 days a week.

### **External Agencies**

In ensuring that we meet the very individual needs of our pupils, it is often necessary to work collaboratively with external agencies. In 2019/2020 this included:

Educational Psychologist  
Speech and Language Therapist  
Occupational Therapist  
Advisory teacher for autistic spectrum condition  
Advisory teacher for Cognition and Learning  
School nurse and school nursing team  
Primary Mental Health Worker and CAMHs team  
Family Support Service  
Early Support Service (Family Support Workers, SCIP workers)  
Penhaligon's Friends  
Dreadnought  
Play Therapist

### **Transition**

As soon as school places are announced, the SENDCo and Foundation class teacher liaise with early years placements to plan for the careful transition of pupils with SEND into Weeth CP School.

To ensure a smooth transition from primary school on to secondary school, the SENDCo meets with the SENDCo from the receiving schools in order to ensure that key information is transferred. Additional visits are arranged for pupils with SEND who may find the transition challenging. A transition programme is delivered by the learning mentor.

Transition between classes in school is supported by six weekly morning-long 'move-up' sessions in new classes with new staff during the second half of the summer term. This prolonged arrangement allows for all issues and concerns to be dealt with effectively. Unfortunately, this was not possible this year due to Covid19 restrictions.

### **Professional Development**

The SENDCo has the Post Graduate Certificate, National Award for Special Educational Needs Coordination.

All staff receive Child Protection training. Training sessions have also been attended by staff in relation to Attachment Disorder, Dyslexia, Emotion Coaching, Draw and Talk, Autism and TeamTeach

### **Disability Duty**

The school's Disability Scheme policy promotes equality of opportunity for disabled pupils. For pupils with a disability or a medical need in school, a health care plan will be written at the start of each academic year. Pictures of vulnerable pupils are posted (with parental permission) in the staff room.

### **Parent/carer involvement in the provision for pupils with SEND and/or medical needs**

Parents are always welcome to make an appointment with the class teacher, SENDCo or Head teacher to discuss their child's provision. Parents are invited to attend and contribute to various meetings through the year such as Parents' Evenings, SEND review meetings, outside agency meetings, structured conversations, Team around the Child meetings and Annual Review meetings for those with Education, Health and Care Plans.

Information about the complaints procedure and how to access the procedure is available from the school office.