

Annual Report to Parents on the provision for Special Educational Needs and Disabilities at Weeth CP School **2021-2022**

Key Staff

Head teacher – Miss Charlene Sargent
Special Educational Needs & Disabilities (SEND) Governor – Mrs Karen Brookes
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 1st 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.

Number of pupils identified as having SEND 2020-2021

Year	SEN Support	EHCP	Totals
FS2	3	0	3
1	2	1	3
2	3	0	3
3	3	1	4
4	3	0	3
5	2	2	4
6	4	2	6
Totals	20	6	26

Interventions offered during the year (Covid mitigations allowing)

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

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 (2021-2022) 92.85% (including covid absence)

1 day fixed term exclusion

No permanent exclusions

Budget Allocation:

The SEND budget was used to purchase additional assessment resources to enable early identification of Speech, Language and Communication difficulties and for additional 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. A learning mentor has also been employed for 18 hours a week.

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 2020/2021 (Covid 19 restrictions allowing) 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
ASDAT
Primary Mental Health
Support Team

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 to secondary school, the SENDCo meets with the SENDCo (virtually due to the Covid 19 pandemic, if required) from the receiving schools in order to ensure that key information is transferred. Additional visits for pupils with SEND who may find the transition challenging are arranged.

Due to the Covid 19 pandemic and the required mitigation measures, we offered an adjusted transition process to our pupils moving up within the school. Any pupils requiring additional support were also offered personalised social stories, visual aids and out of hours visits to their new classrooms.

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 in liaison with involved medical professionals.

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. Where necessary these can be held virtually due to the Covid 19 pandemic mitigation measures.

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