

**SEND Report & Provision Widecombe-in-the-Moor Primary School 2019/20** – Provision that is 'additional to and different from' that made for the majority.

**Widecombe-in-the-Moor SEND Report 2019-20**

Widecombe SEND Profile

The number of children at Widecombe with Special/Additional Need is: 11

The percentage of Special Needs is therefore: 16%

The number of children with an education, health and care (EHC) plan is:3

Social, emotional, mental health difficulties		Communication & Interaction		Cognition & Learning		Sensory/ and or physical needs	
EHCP	Non EHCP	EHCP	Non EHCP	EHCP	Non EHCP	EHCP	Non EHCP
	1	1	4	2	3		

Identifying pupils with Special Needs- how we do it at Widecombe

**Early identification is vital.**

The earlier that SEN are identified the better the child's chances of reaching his or her full potential. We expect our teachers to identify SEN early so that a plan can be made to support a child's development from the start.

If a parent is worried about their child's development, behaviour or progress, we expect them to talk to their teacher first and then the school's special educational needs co-ordinator (SENDCO). This is Des Stokes.

We train teachers to identify SEND, and have a policy on identifying and supporting children with SEN. The virtual Inclusion and improvement Hub supports all inclusion and we have comprehensive systems for identifying barriers to learning, ensuring appropriate intervention programmes are in place and evaluating these for best outcomes. To find out more about your school's policy, go to the school's website.

Other people, such as health professionals and foster carers may also identify problems. If they do, they should contact us directly.

What happens when we identify a child with specific needs?

Your child's teacher will work with you, your child, a SENCO and other professionals where necessary to develop a support plan- at Widecombe these are known as provision maps and these will be tailored to the needs of the child. They are established at the start of the year or from point of identification and they set out the bespoke and specific approach we will use to support any child that has special requirements.

Provision maps are shared with staff across the whole school and are reviewed at the end of the term and the approach evaluated. Parents are informed if there is a need at this point. Further action may also be identified.

We expect Quality First Teaching within our classrooms and therefore pupils are not removed for interventions unless that is advantageous.

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We have 11 pupils with additional provision this year. The Provision Maps detail additional needs and how the school will meet these needs. If we involve External agencies we will agree a programme with them and they will be expected to keep us informed of a pupil's progress.

Last year (2018-19) we involved a Speech and Language Therapist, EAL Speech Therapist, Educational Psychologist, Communication and Interaction Team and THRIVE trained staff

### **What could happen if your child is identified for further support?**

**There are 3 levels:**

#### **1. Class teacher input via excellent targeted classroom teaching (Quality First Teaching).**

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work and interventions which may be run in the classroom or outside, or run by a teacher or a Teaching Assistant (TA)

#### **2. Interventions run by school staff or Specialist groups run by outside agencies** e.g. Speech and Language Therapy - as per the SEN Code of Practice 2014.

- Sometimes, children are identified by the SENDCo as needing some extra specialist support in school from a professional outside the school. This support may be from: Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need), or from outside agencies such as the Education Psychology Service (EPS).

#### **What could happen if your child is identified for this type of support?**

- You would be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

#### **3. Specified Individual support**

- You would be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. (iii) Specified Individual support This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from: The Inclusion & Improvement Hub or Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need), Outside agencies such as the Speech and Language Therapy (SALT) Service. For

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your child this would mean that the school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the request has been made, a Panel of Professionals (with a lot of information about your child, including some from you), will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP).
- If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Progress of SEND pupils- including the impact of interventions at end 2018/19

NB 9 children	% reaching ARE (age related expectations)	% making sufficient progress	Targets for 2019/20
Reading	children at ARE 33.3%	33%	44% to make ARE (aspirational)
Writing	children at ARE 22.2%	33%	44% to make ARE (aspirational)
Maths	children at ARE 56%	66%	66% to make ARE (aspirational)

Current position with SEN implementation

2018-19 2 EHC plans were applied for.

EP services have observed and assessed children, consulted with school and parents, and will continue to work on best outcomes for children.

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SEND Funding 2019-20

Current funding SEND

High needs block: £12,033

Element 2 funding £17,000

Total: £23, 497

Staff Development

Staff development that has been offered on SEND, including continuing professional development (CPD):

All staff are encouraged to seek support when making decisions about SEND provision.

**CPD for staff has included in 2018-19 included:**

THRIVE training completed by 4 staff members

THRIVE INSET for all staff

Precision Teaching for TAs

FunFit training

Devon Enhanced Language Programme

Regular attendance and feedback from area network SEND meetings

Attendance at local area SEN conference