

Withycombe Raleigh Church of England Primary School  
Special Educational Needs and Disabilities Information Report  
November 2021

<p>1.</p>	<p>The Kinds of Special Educational Needs that are provided for at Withycombe Raleigh Church of England Primary School</p> 	<p>The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social, Emotional and Mental Health Difficulties</li> <li>• Sensory and/or Physical Needs</li> </ul>
<p>2.</p>	<p>How does the school identify children with special educational needs?</p>	<p>Sometimes a child moves into the school with a special educational need already identified. Sometimes a teacher will flag up a lack of progress or attainment in one of the following areas: communication &amp; interaction, cognition &amp; learning, SEMH (social, emotional &amp; mental health), physical &amp; sensory. Sometimes a parent may bring a need to our attention. Forms of assessment include: curriculum-based assessment (to ascertain which stage the child is at in the four rules of learning (accuracy, fluency, maintenance, generalisation), criterion-referenced assessments, norm-referenced assessment and illuminative observation. We use the Devon Graduated response document to look further into needs. <a href="https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/send/devon-graduated-response">https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/send/devon-graduated-response</a></p>
<p>3.</p>	<p>What types of special education needs does the school currently need to provide?</p> 	<p>We currently have children with needs related to: ASC including Asperger's, PDA and classic Autism; ADHD and ADD which are linked to other executive functioning issues such as Auditory Processing Disorder and poor working memory; also Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia, hypermobility, poor mental health such as OCD, anxiety, sensory issues, attachment disorder; also severe or long term medical needs such as asthma, allergies, heart problems, rare conditions, etc which can sometimes affect education.</p>
<p>4.</p>	<p>How many children in the school have special educational needs?</p>	<p>This varies at any given time, depending on a variety of criteria, for instance the numbers of children entering and leaving the school, who is receiving intervention and who no longer needs it, who is academically below ARE and who has now attained it.</p>
<p>5.</p>	<p>How many children are being provided for at SEND Support?</p>	<p>This number changes daily according to needs and interventions changing, children arriving and leaving, etc but is usually between 110 and 160. At the last census it was 131 including 20 EHCPs.</p>

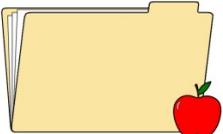
Withycombe Raleigh Church of England Primary School  
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<p>6.</p>	<p>How are pupils with SEND ensured access to the curriculum?</p> 	<p>Teachers can make IEPs and we also have weekly tracker sheets to ensure all aspects of their EHCPs or recommendations from outside agency reports are being met.</p> <p>We are generating new provision maps to show interventions available.</p> <p>Access to paced, differentiated curriculum in class, and adapted where appropriate for physical and emotional need.</p> <p>Teachers have the Devon Graduated Response to identify needs and next steps of how to help the child in terms of assess – plan – do – review.</p> <p><a href="https://www.devon.gov.uk/supportforschools/services-andcontacts/send">https://www.devon.gov.uk/supportforschools/services-andcontacts/send</a></p>
<p>7.</p>	<p>The school's approach to teaching pupils with SEND</p> 	<p>Provision for pupils with SEND includes:</p> <ul style="list-style-type: none"> <li>❖ Quality first teaching, with appropriate differentiation in place</li> <li>❖ Extra adult support in classrooms where appropriate</li> <li>❖ Small group teaching where appropriate</li> <li>❖ Personalised provision through time limited programmes</li> <li>❖ Personalised provision through adapted resources and intervention</li> </ul> <p>The curriculum/learning environment may also be adapted by:</p> <ul style="list-style-type: none"> <li>• Groupings that target specific levels of progress</li> <li>• Differentiated resources and teaching styles</li> <li>• Appropriate choices of texts and topics to suit the learner</li> <li>• Access arrangement for tests and or examinations</li> <li>• Newly and recently built school buildings are compliant with all disability standards. Please see our Accessibility Plan on the school website.</li> </ul> 
<p>8.</p>	<p>What are the targets and outcomes for children with special education needs?</p>	<p>These are individual to each child.</p>
<p>9.</p>	<p>Arrangements for assessing and reviewing pupil's progress towards outcomes, including opportunities available to work with</p>	<p>These arrangements include:</p> <ul style="list-style-type: none"> <li>❖ Graduated approach <b>Assess Plan Do Review</b></li> <li>❖ Regular termly updates on SIMS in reading, writing and Maths</li> <li>❖ Also termly monitoring meetings between teaching staff and senior leaders which look at the progress and attainment as well as the holistic needs of each child.</li> </ul>

Withycombe Raleigh Church of England Primary School  
Special Educational Needs and Disabilities Information Report  
November 2021

	<p>parents and pupils as part of this assessment and review</p> 	<ul style="list-style-type: none"> <li>❖ Data tracking for pupil progress</li> <li>❖ Team Around the Child/TAF meetings with parents, teachers and outside agencies.</li> <li>❖ Support plan and EHCP reviews</li> <li>❖ Observations and follow up Parents' meeting</li> </ul> 
10.	<p>The arrangements for consulting parents of children with special educational needs about, and involving such parents in the education of their child</p> 	<p>Parents can meet, phone or email SENDCO: School phone number:01395263397 ext 2 SENCO: Clare Hollingsworth <a href="mailto:chollingsworth@wrpschool.org">chollingsworth@wrpschool.org</a> SEND Governor: Jon Maxwell-Batten Other communications include</p> <ul style="list-style-type: none"> <li>• Text</li> <li>• Seesaw</li> <li>• Email</li> <li>• Letter</li> <li>• Parent View</li> <li>• Parent Evenings</li> <li>• Parent Meetings</li> <li>• Tapestry</li> </ul>
11.	<p>Support that is available for improving the social, emotional and mental health of pupils with SEND</p> 	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> <li>• A social emotional and mental health support team that provides programmes such as nurture groups, anger management, self-esteem building, support for anxiety</li> <li>• Targeted support for individual children, small groups, also individual parents and groups for parents such as 'Solihull' and 'Timid 2 Tiger'.</li> <li>• Pupil Voice - such as Eco-council, Ethos council</li> <li>• Playground buddies</li> <li>• Mental Health Ambassadors (Year 6 children who support others in the playground)</li> </ul>
12.	<p>Information about the expertise and training of staff in relation to children and young people within SEND including how</p>	<p>SENDCO is highly experienced and deeply attuned to the individual needs of every pupil. She is very well respected and regarded as a specialist practitioner both locally and across the South West. Her information sessions on Friday afternoons are well attended and very valuable to other schools as well as to the parents and staff at Withycombe Raleigh. Effective use of adult support of English and Mathematics</p>

Withycombe Raleigh Church of England Primary School  
Special Educational Needs and Disabilities Information Report  
November 2021

	specialist expertise will be secured	Individual training re: SLCN, ADHD, ASC, specific learning difficulties, staff engaged in diploma and degree programmes Specialist expertise engaged for external services: Educational Psychologist, Social Emotional and Mental Health Team (formerly called Behaviour Support), CAMHS, Communication and Interaction Team, Occupational therapist/Physiotherapist, Speech & Language Therapists, Play Therapists, Visual Impairment/Hearing Impairment teams, etc.
13.	How the governing body involves other bodies including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such pupils	<p>External agencies (see above) have been drastically cut by County but those available are used as much as possible. Triage thresholds have risen so it is important that teachers are able to understand and use the Devon Graduated Response as an initial way to meet children's needs within the classroom. <a href="https://www.babcockdp.co.uk/disadvantaged-vulnerable-learners/send/devon-graduated-response">https://www.babcockdp.co.uk/disadvantaged-vulnerable-learners/send/devon-graduated-response</a></p> <p>There are many organisations including volunteers and charities which can help registered on Pinpoint. <a href="https://www.pinpointdevon.co.uk/">https://www.pinpointdevon.co.uk/</a></p> 
14.	Information about how equipment facilities to support children and young people with special educational needs will be secured	<ul style="list-style-type: none"> <li>• Support services</li> <li>• Charities</li> <li>• Volunteers</li> </ul> 
15.	The arrangements for consulting young people with SEND about, and involving them in, their education	<p>Pupil voice including surveys Pupil conferencing Annual reviews Personal interviews 'This Is Me' document</p>
16.	Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school	Please see complaints procedure. In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy. If there continues to be disagreement, the Local Authority would become involved.

Withycombe Raleigh Church of England Primary School  
Special Educational Needs and Disabilities Information Report  
November 2021

17.	The contact details of support services for the parents of pupils with special educational needs, including those arrangements made in accordance with Section 32	<p>SPEECH AND LANGUAGE <a href="https://childrenandfamilyhealthdevon.nhs.uk/slt/">https://childrenandfamilyhealthdevon.nhs.uk/slt/</a></p> <p>DYSLEXIA <a href="https://www.qe.devon.sch.uk/school-information/partnerships/devon-dyslexia-service/">https://www.qe.devon.sch.uk/school-information/partnerships/devon-dyslexia-service/</a></p> <p>EMOTIONAL HEALTH AND WELLBEING <a href="https://www.wrpschool.org/whole-school-message-board">https://www.wrpschool.org/whole-school-message-board</a> <a href="https://www.wrpschool.org/mental-health-in-our-school">https://www.wrpschool.org/mental-health-in-our-school</a></p> <p>AUTISM <a href="https://childrenandfamilyhealthdevon.nhs.uk/slt/autism/">https://childrenandfamilyhealthdevon.nhs.uk/slt/autism/</a></p> <p>OCCUPATIONAL THERAPY (support with practical difficulties such as being clumsy, handwriting, doing up zips/buttons/ using cutlery/wetting the bed/ over- and under-sensitivity to noise, meeting developmental milestones etc) <a href="https://childrenandfamilyhealthdevon.nhs.uk/occupational-therapy/">https://childrenandfamilyhealthdevon.nhs.uk/occupational-therapy/</a></p> <p><a href="https://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2020/04/helpful-links-for-ot-resources-and-activities-ideas-for-home-ii.pdf">https://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2020/04/helpful-links-for-ot-resources-and-activities-ideas-for-home-ii.pdf</a></p> <p><a href="https://childrenandfamilyhealthdevon.nhs.uk/occupational-therapy/school-age-therapies-toolkit/">https://childrenandfamilyhealthdevon.nhs.uk/occupational-therapy/school-age-therapies-toolkit/</a></p> <p>DIFFICULTY IN MANY AREAS INCLUDING CONCENTRATING/ BEING ORGANISED /MATHS /READING /UNDERSTANDING WHAT IT FEELS LIKE TO BE A CHILD WITH THESE CHALLENGES <a href="https://www.understood.org/articles/en/through-your-childs-eyes">https://www.understood.org/articles/en/through-your-childs-eyes</a></p> <p>DIFFICULTY SLEEPING <a href="https://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2020/10/sleep-information.pdf">https://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2020/10/sleep-information.pdf</a></p> <p>POOR MENTAL HEALTH <a href="https://childrenandfamilyhealthdevon.nhs.uk/camhs/professional/professional-support/request-criteria-camhs/">https://childrenandfamilyhealthdevon.nhs.uk/camhs/professional/professional-support/request-criteria-camhs/</a></p> <p>There are many more websites and sources of information and support; we will be updating these lists regularly.</p>
18.	The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living.	Transfer and Transition arrangements are provided as appropriate for the child. Our transition arrangements involves working with children centres, nursery plus, health visitors, early years advisor, joint agency meetings before coming into school, extra transition arrangements, e.g. induction visits and additional meetings with parents. We are flexible in helping children transition to school with the minimum of anxiety. We closely monitor children and young people's destination data.
19.	Information on where the local authority's Local Offer is published	Please see the Devon County Council Website - Devon Special Education Needs and Disabilities Local Offer <a href="http://www.devonservices.org.uk/service/devon-local-offer/">http://www.devonservices.org.uk/service/devon-local-offer/</a>  <a href="https://www.devon.gov.uk/education-and-families/send-local-offer/">https://www.devon.gov.uk/education-and-families/send-local-offer/</a>

Withycombe Raleigh Church of England Primary School  
Special Educational Needs and Disabilities Information Report  
November 2021

20.	Admissions Arrangements for pupils with SEND	<p>We give higher priority for children where there is an exceptional need to attend this school and not another school. The need must be specific to this school: a child may have very challenging circumstances that require additional support but if that support could also be provided at another school, there would be no exceptional need to attend this school. Exceptional need could include:</p> <ul style="list-style-type: none"><li>• A serious medical condition, which can be supported by medical evidence;</li><li>• Significant caring responsibilities, which can be supported by a social care officer;</li><li>• Where one or both parents or the child has a disability that may make travel to another school more difficult, which can be supported by medical evidence.</li></ul> <p>These examples aren't meant to be exhaustive or exclusive. Neither should it be assumed that similar circumstances would impact on different children and families in the same way.</p> <p>Information on supporting evidence required for cases of exceptional need is detailed in the school's main Admissions Policy.</p> <p>Withycombe is required by Section 66 of the Children and Families' Act 2014 to use their best endeavours to secure that the special educational provision called for by the pupil's special educational needs is made. We will do everything possible to make sure that pupils have their educational needs met, but it is not an absolute duty to do so in all circumstances.</p>
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