

## Westbury-on-Severn CE Primary School



### Report on SEND 2022 – 2023

**Head teacher** – Anna-Mai Armstrong

**SENDco** – Leanne Roseblade

**SEND governor** – Stephen Harris

#### **Key policies:**

- Special Educational Needs Policy
- Equality Policy
- Teaching and Learning policy
- Behaviour and Relationships Policy

At Westbury on Severn, we work in collaboration with families and individuals to support children with extra help whose emotional wellbeing, progress or potentially restricted access to the curriculum gives us cause for concern. If that educational or pastoral support does not resolve the concern, in concert with families, we follow the graduated pathway for Additional Need, as set out by the Local Authority. We work closely with Early Help and Advisory teachers as well as Educational psychologist and family support workers. If a parent or carer has concerns that their child may have a special educational need, they are invited in the first instance to speak with the class teacher to discuss their concerns and agree a way forward. Parents and teachers may then agree to involve the SENCO as part of the graduated pathway of support.

#### **Types of SEND**

A range of special educational needs are supported school, including but not limited to : Moderate Learning Difficulties, Social, Emotional and Mental Health Needs, Speech and Language Communication Difficulties, Specific learning difficulties, Physical mobility, Long term health issues.

#### **2022/23 data**

Number on Roll in school - 81

	On SEN register	EHCP	My Plan +	My Plan
<b>Numbers</b>	17	2	7	8
<b>Percentage of school</b>	20.99	2.47	8.64	9.88

This means that we are supporting needs above the national average of 17.7%

ECHP needs are lower than national average of 4.4%

School needs support if higher than average at 18.5% whereas National data shows an average of 17%

## **Monitoring and Progress**

Every teacher is a teacher of all children, including those with SEND. We place a critical emphasis on Quality First Teaching for all children, supported by formative assessment and periodic standardised progress checks. For a few children, this is not enough to help them make progress alongside their peers. For these children, we follow the graduated pathway for additional need and our extra provision and further support can include interventions as set out below. We use a number of methods to assess and track the progress of all pupils beyond the standardised assessments. SEND children are the priority during our Pupil Progress meetings with teachers and the SENDco is present at these meetings.

Children with SEN are expected to access a full and broad curriculum in a way which enables all children to take part. Further support for key skills and needs is planned as a graduated response to identified needs in accordance with the SEN Code of Practice. This is a Government document that applies to all educational settings in the country. This sets out that the needs of all children are expected to be met in school, with cooperation from other agencies as needed. For a few children with complex needs, the school investigates whether these can be better met with the support of an Education and Health Care Plan. Children on the SEND Register have My Profiles which are regularly reviewed, these form the heart of our support as they share the children's voice. They set out strengths, worries and aspirations of the child, to ensure that children's own aims and opinions are heard and inform our response.

In addition, children will have a My Plan or a My Plan plus which sets out the children's needs, support and outcomes. These are reviewed regularly (at least three times a year) by class teachers and in consultation with the children and families.

## **SEND Provision**

Our school is a Trauma informed school and all staff are trained through TISUK. This year staff have additionally been trained in restorative conversations and this approach, alongside our Christian values of compassion and kindness, underpins all of our support for children in school.

The programmes and support we offered in school were:

- Speech and language programmes supervised/advised by Speech & Language Therapists
- Time to Talk
- Power of 1 and 2
- Hornets
- Word Wasp
- Little Wandle catch up sessions
- Language for Thinking
- ELSA (emotional support)
- Sensory Breaks
- Individual catch-up numeracy

- Specialised Physical therapy
- Sport sessions for wellbeing
- Catch up tutoring
- Access Arrangements
- Family support work with Barnardos
- Play therapy – Through Toucan and Spiral tree.

Teaching Assistants supporting in small groups or 1:1 for some children at School Action + and EHCP level of SEN.