



SEND Annual Information Report – July 2023

Name of SENDCo: Anne Bulley

Dedicated time weekly: 3 days

Contact email: SENDCO@wembdon.bwmat.org

Contact Phone Number: 01278 451726

Name of SEND Governor: Mrs Michelle Bull

School Offer link: [Special Educational Needs and Disability \(SEND\) – Wembdon St George's \(wembdonstgeorges.co.uk\)](https://www.wembdonstgeorges.co.uk/special-educational-needs-and-disability-send)

Local Offer link: www.somerset.gov.uk/local-offer

Whole School Approach to Teaching and Learning:

- 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 to enable all learners, including those with SEND, to engage with all aspects of school life.
- Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching, including gaining pupil voice
- Identifying and tracking the progress of children/young people that require support to catch up by class teachers and Senior Leaders
- Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- Consideration of application for Education, Health and Care Plan.



- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

How we identify children/young people that need additional or different provision:

- Class teacher refers to SENCO – via Concern List, when concerns persist
- Ongoing curriculum assessments
- Tracking progress using data
- Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listened to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
Home-School Book/Wembdon Tracker	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on School SEN Register of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	As required
School Council	Representatives from all Classes	Half termly
Questionnaires	All pupils and parents	Annually
Planned SEND Review Meetings	Individual parents	Annually (or every six months for children in EYFS)
Gathering pupil voice	Groups of pupils with Senior leaders and subject leaders	Regularly during the school year



School Improvement Visits from the BWMAT	Groups of pupils and individuals selected by the DLA	During BWMAT visits
SEND Review Process (BWMAT)	Parents, Pupils, staff, Governing Body, Senior Leadership	Prior to the SEND review process

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by the SENCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need has been within the following areas:

- Communication and Interaction (eg: Speech and Language plan support, visual supports, social communication programmes, SCERTS)
- Cognition and Learning (eg: Dyslexic Friendly strategies, classroom memory aids, phonics interventions, retrieval practice)
- Social, Emotional and Mental Health (eg: ELSA, Thrive, Wembdon Tracker, Check ins, Mental Health support team)
- Sensory and/or Physical (eg: movements breaks, Occupational Therapy and Physio programmes, Sensory aids, including visits to Sensory room)

During the 2022/2023 academic year, we had 53 Children/young people receiving SEN Support including 12 children/young people with Education, Health and Care Plans (with a further 3 under assessment)

Support Staff Deployment:

Support staff were deployed in a number of roles:

- Support in Classroom
- 1 : 1 Provision
- Small group intervention
- Playground support
- Lunchtime support



- Supporting at Afterschool Clubs
- PPA Cover (HLTAs and Specialist PE Provision)
- First Aid
- Support for medical needs

We monitored the quality and impact of this support by monitoring the progress of all children with SEN and making comparisons between children with no SEN in school, and with SEN attainment nationally.

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Well-Being Provision
- Staff training

Continuing Development of Staff Skills:

Individuals' CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
Senior Mental Health and Wellbeing Leader Training	Inclusion Leader	Somerset EP team
Designated Teacher for Looked After Children Conference	Inclusion Leader	Educational Psychologists and Virtual School
SEND Conference	Inclusion Leader	Special Schools Association
SCERTS (Social Communication, Emotional Regulation and Transactional Support)	2 teachers and a further 3 TAs in addition to the previous year SENCo – Pathfinder training and workshops	SCERTS (Emily Ruben) coordinated by Autism and Communication team
Working Memory Webinar	All teaching staff	Learning support team
SEN Induction	All new teaching staff and teaching assistants	Anne Bulley



Whole Staff / Group Training (INSET)

Area of Knowledge/Skill	Roles of Staff undertaking cpd	Training Received from
Graduated response and SMART targets	Teaching Staff	Anne Bulley
Communication and Interaction training	Teaching staff and teaching assistants	Anne Bulley
Voice 21 training	Teaching staff	Linda Bewes, Clare Wallace and Anna Paul
Walkthrus – skills pertinent to SEN	Teaching staff and teaching assistants	Clare Wallace
Diversity Awareness	Teaching Staff	Somerset County Council

We monitored the impact of this training by...

- Classroom observations
- Discussions with staff
- Staff Questionnaires
- Formal reviews
- Reviews with Parents

Partnerships with other schools and how we manage transitions:

We have worked with a number of schools in the area in the following ways:

- JPI meetings x 3 (SEND professionals from the County and Local area)
- SEND Network meetings
- BWMAT SEND meetings and conferences
- Links with SENDCos in other local schools (peer challenge/support conversations)
- Joint meetings with Educational Psychology team re: SCERTS
- Pathfinder School for SCERTS – planning meetings

This year 2 children/young people requiring SEN Support and 0 children/young people with Education, Health and Care Plans joined us from other schools.

15 young people on our Record of Need in 2020/2021 made a successful move to other schools. This included 14 pupils moving onto their secondary education.

We supported the transition from local nurseries into our Reception class by...

- Holding School Entry Meetings for children with identified needs



- Parent Information Evenings
- Stay and Play visits
- Pre-school visits by staff
- Pre-school visiting for play morning from local feeder provider

We helped children to make the move from the Early Years Foundation Stage to KS1 and from KS1 to KS2 by

- transition day across the school
- Familiarisation with key adults at other times
- Enhanced transition for identified pupils, including transition books and additional visits to classes
- Exchange of key information between staff

The transition from year 6 to secondary school has been supported through...

- Phone calls and meetings to discuss individual pupils prior to transition
- Enhanced transition for identified pupils
- Forest School experience for identified pupils

For children/young people with SEND, we also completed Annual Reviews and transition plans

Parents were included in this process through Annual reviews and transition meetings with teachers and Teaching assistants

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through Strategic SEND Inclusion Discussion (SSID) meetings with the Learning support teams, and the plan is available on request.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should see the [Complaints Policy](#)

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mrs Anne Bulley



The Designated Children in Care person in our school is Mrs Anne Bulley

The Local Authority's Offer can be found at [Somerset's SEND Local Offer](#)

Our [Accessibility Plan](#) can be found on our website.

The [School Development plan](#) can be found on our website.

Our [SEND Policy](#) and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our [curriculum](#), including how it is made accessible to children/young people with [SEND](#) can be viewed from the link on our website. [Special Educational Needs and Disability \(SEND\) – Wembdon St George's \(wembdonstgeorges.co.uk\)](#)

Details of how we keep children/young people safe can be found in our [Safeguarding Policy](#) which can be viewed on the school website. [Safeguarding Info – Wembdon St George's \(wembdonstgeorges.co.uk\)](#)

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEND Information Report on 13th July 2022