





Withycombe Raleigh Church of England Primary School  
Special Educational Needs and Disabilities Information Report  
January 2025


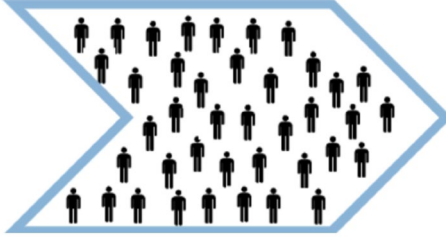
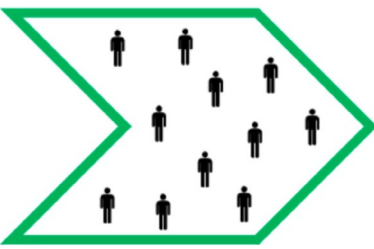
<p>1.</p>	<p>The Kinds of Special Educational Needs that are provided for at Withycombe Raleigh Church of England Primary School</p> 	<p>Withycombe Raleigh C of E Primary School is a mainstream school which provides education for children aged 4-11 years. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, no matter what their needs or abilities may be. All staff work in partnership with children, parents and other agencies in order to ensure an inclusive curriculum within which all children are enabled to progress to their full potential.</p> <p>The broad areas of special educational need at Withycombe Raleigh include</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>For more information on what is included in these four areas, see <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></p>
<p>2.</p>	<p>How does the school identify children with special educational needs?</p>	<p>Forms of assessment include curriculum-based assessment (including those to ascertain which stage the child is at in the four rules of learning (acquisition, fluency, maintenance, generalisation), criterion-referenced assessments, norm-referenced assessment and illuminative observation. 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 four areas. Sometimes a parent may bring a need to our attention.</p> <p>We use the Devon Graduated response document to look further into needs. <a href="https://www.devon.gov.uk/support-schools-settings/send/devon-graduated-response/">https://www.devon.gov.uk/support-schools-settings/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 have children with needs related to:</p> <p>Autism Spectrum Conditions including Asperger's and PDA; 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 asthma, allergies, heart problems, Downs Syndrome, Ehlers-Danlos, visual impairment, hearing impairment; also other rare conditions, 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. Special Educational Needs and Disabilities (SEND) is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age. Around one in five children has SEND at some point in their school years. Some children have SEND right through their time in school. SEND covers a broad spectrum of difficulty or disability. Children may have wide-ranging or specific problems, e.g. a child might have difficulty with one area of</p>

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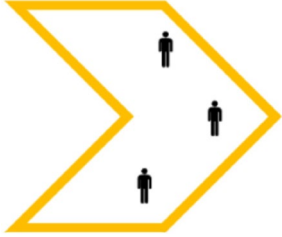

		<p>learning such as letters or numbers, or they might have problems in social interactions, relating to other children, or to adults.</p> <p>The SEND (Special Educational Needs and Disability) register is a list of children who are receiving additional teaching or support alongside their everyday classroom teaching. The list is fluid and children can be added and removed as appropriate according to the guidance outlined in the SEND Code of Practice.</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 but currently 12% of pupils are listed on our SEN Register with approx. 5% of pupils having an Education Health Care Plan.</p>
<p>6.</p>	<p>How are pupils with SEND ensured access to the curriculum?</p> 	<p>Class Teacher Input –</p> <p>Through excellent targeted classroom teaching (Quality First Teaching) and through the OAIP (Ordinarily Available Inclusive Provision)</p> <p>For an SEN child this would mean:</p> <ul style="list-style-type: none"> <li>• That the teacher has the highest possible expectations for all pupils in their class.</li> <li>• That all teaching is built on what a child already knows, can do and can understand.</li> <li>• That different ways of teaching are in place, so that every child is fully involved in learning in class. This may involve things like using more practical learning, scaffolding or visual prompts.</li> <li>• Specific practices are engaged to support the child’s learning. These could be things that have been suggested by outside agencies or by our SENDCo.</li> <li>• The child’s teacher will have carefully checked on the child’s progress and will have decided that the child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</li> </ul> <p><b>Specific Group Work</b> – intervention which may be:</p> <ul style="list-style-type: none"> <li>• Run in the classroom or a group room.</li> <li>• Run by a teacher or a teaching assistant (TA).</li> </ul>

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		<ul style="list-style-type: none"><li>• Carefully targeted to help a specific child, or group of children, close the gap rapidly.</li></ul> <p><b><u>Outside Agency Support</u></b> - this means a pupil has been identified by the SENDCO/class teacher as needing some extra specialist support in school from a professional outside the school. This could be from:</p> <ul style="list-style-type: none"><li>• Devon Local Authority services, such as The Communication and Interaction Team, SEMH Team or Sensory/Physical Service (for students with a hearing or visual need)</li><li>• Speech and Language Therapy</li><li>• Educational Psychology Service</li><li>• Occupational Therapy Service</li><li>• School Nursing Team</li><li>• CAMHS</li></ul> <p>What could happen:</p> <ul style="list-style-type: none"><li>• Parents may be asked to give permission for the school to refer their child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and them to understand the child's particular needs better and be able to support them more effectively in school.</li><li>• The specialist professional will work with the child and their family to understand their needs and make recommendations as to the ways the child is given support.</li></ul> <p><b>Specified Individual Support</b></p> <ul style="list-style-type: none"><li>• This type of support is available for children whose learning needs are severe, complex and lifelong.</li><li>• This is usually provided via an Education, Health and Care Plan (EHCP). This means a child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.</li><li>• This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</li><li>• For some children, an alternative curriculum (either in part or full) might be put in place to ensure that their work during the school day is carefully targeted at their cognitive level to ensure understanding, accessibility and progress.</li></ul>
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		<ul style="list-style-type: none"> <li>• The child will also likely be receiving specialist support in school from a professional outside the school.</li> </ul> <p>This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority central services such as The Communication and Interaction Team, Behaviour Support or Sensory Service (hearing or visual need).</li> <li>• Outside agencies such as the Speech and Language Therapy Service</li> </ul> <p><a href="https://www.devon.gov.uk/supportforschools/services-andcontacts/send">https://www.devon.gov.uk/supportforschools/services-andcontacts/send</a></p>
7.	<p>The school's approach to teaching pupils with SEND</p> 	 <p><b>Universal provision.</b></p> <p>The majority of our children will have their needs met via 'Universal provision'.</p> <p>This means that when we plan any lesson, we prepare a range of tasks and learning goals to suit each child's level of ability. We aim to challenge each child just the right amount so that they make progress at the rate that is right for them.</p> <p>Children are regularly assessed via quizzes, tests, questioning and observation. The senior leadership team conducts a termly 'monitoring meeting' with each teacher to monitor each individual child's progress over the term.</p>  <p><b>Targeted provision.</b></p> <p>If a child is not making progress in the way that we would expect, the senior leadership team will support the teacher to set targets for that child and discuss strategies to achieve those targets.</p> <p>The child may be included in one of our 'intervention' groups.</p> <p>Our interventions cover a whole range of needs and subjects including boosting confidence, developing reading fluency, pre-teaching, supporting well-being or addressing misconceptions.</p> <p>We use interventions that are pre-planned and almost always have a proven record of success through research.</p>



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		<p>The impact for the child is measured once the intervention is completed.</p> <p>If this applies to your child, your teacher will speak to you about this at parents evening.</p> <p><i>A small number of children may continue to make limited progress and this is when our SENDco will become involved.</i></p> <p>For a very small number of children, where the Universal and Targeted provision is failing to meet their needs, specialist support will be required.</p>  <p><b>Specialist provision.</b></p> <p>For children who are making limited progress, despite interventions, our SENDco will help to identify barriers to learning.</p>
8.	<p>What are the targets and outcomes for children with special education needs?</p>	<p>These are individual to each child. You are welcome to discuss these with your child's teacher.</p>
9.	<p>Arrangements for assessing and reviewing pupil's progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review</p> 	<p>A child's progress will be continually monitored by his/her class teacher.</p> <ul style="list-style-type: none"> <li>• Their progress in maths, reading and writing will be reviewed each term.</li> <li>• At the end of each Key Stage 2 all children are required to be formally assessed using National Curriculum Tests (more commonly known as SATs). This is something the government requires all schools to do and the results are published nationally.</li> <li>• Where necessary, children will have a Support Plan based on small steps targets or targets set by outside agencies specific to their needs. Targets will be set using small steps and designed to accelerate learning and close the gap. Progress against these targets will be reviewed termly, evidence for judgments assessed and a future plan made in conjunction with children and parents.</li> <li>• The progress of children with an EHC Plan will be formally reviewed at an Annual Review with the child and all adults involved with the child's education.</li> <li>• The SENDCO will also check that SEND children are making good progress within any individual work and in any group that they take part in and discuss this with the child's class teacher.</li> <li>• Regular book looks, pupil interviews and lesson observations will be carried out by the SENDCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.</li> </ul>



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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>If parents have concerns about their child’s progress, they should speak to their child’s class teacher initially. If they continue to be concerned that their child is not making progress, they may speak to the Special Education Needs Co-ordinator (SENDCO): Mrs Hollingsworth. Assistant Headteacher: Mrs Wheeler. The school SEND Governors can also be contacted for support: Mrs. Anna Sands and Mrs Teresa Walsh. All can be contacted through the school office. We would encourage anyone to come and talk to us about any concerns or issues they may have; most can be resolved quickly. However, if parents still feel that the matter is unresolved, then the school’s complaints procedure can be found on the website Phone number: 01395 263397 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>We understand that some children have extra emotional and social needs that need developing and supporting. Some children struggle with behaviour difficulties, are anxious or can’t communicate. The school provides structured PSHE lessons within the class environment and we also work closely with external professionals to provide support for children. However, sometimes some children find this difficult so therefore we provide:</p> <ul style="list-style-type: none"> <li>● Small group work or nurture sessions to help these children with behaviour.</li> <li>● Small group or 1:1 nurture sessions with our dedicated Well-Being TA</li> <li>● Lunchtime and after-school clubs to encourage these children to take part in a different activity and play as part of a team with other children.</li> <li>● There will also be scheduled meetings with parents/carers to closely monitor the behaviour and impact of support offered.</li> <li>● The child may have a Relational Support Plan (previously known as Co-Regulation Plans or Behaviour Care Plans) outlining the support put in place for them.</li> </ul> <p>Pupils are also 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> </ul>

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		<ul style="list-style-type: none"> <li>● Pupil Voice - such as our Ethos council, pupil conferencing, pupil profiles</li> <li>● Playground buddies</li> <li>● Mental Health Ambassadors (Year 6 and Year 5 children who support others in the playground)</li> </ul>
12.	Information about the expertise and training of staff in relation to children and young people within SEND including how specialist expertise will be secured	<p>The SENDCO's job is to support the class teacher in planning for children with SEND.</p> <p>The school provides and/or co-ordinates training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Dyslexia and speech and language difficulties.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Educational Psychology service or The Communication and Interaction Team.</p>
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 have been drastically cut by Devon County Council but those available are used as much as possible. For example, Educational Psychologists are no longer allocated hours to schools unless they are undertaking an EHCP assessment; we hope this is temporary.</p> <p>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.</p> <p><a href="https://www.devon.gov.uk/support-schools-settings/send/devon-graduated-response/">https://www.devon.gov.uk/support-schools-settings/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> <p>(as found on Pinpoint above)</p> 
15.	The arrangements for consulting young people with SEND about, and involving	<p>Pupil voice including surveys</p> <p>Pupil conferencing</p> <p>Annual reviews</p> <p>Personal interviews</p> <p>'This Is Me' document</p>

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	them in, their education	
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.
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	Transfer and Transition arrangements are provided as appropriate for the child. Our transition arrangements involve working with pre-school settings, Nursery Plus, health visitors, Early Years advisors, joint agency meetings etc.



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	SEND in a transfer between phases of education or in preparation for adulthood and independent living.	<p>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.</p> <p>We also closely monitor children and young people's destination data. Additionally, we also hold comprehensive handover to secondary placements at point of transition, including enhanced transition programmes for children with SEND, or other primary placements (including Alternative Provision) if required.</p>
19.	Information on where the local authority's Local Offer is published	<p>Please see the Devon County Council Website - Devon Special Education Needs and Disabilities Local Offer</p> <p><a href="http://www.devonservices.org.uk/service/devon-local-offer/">http://www.devonservices.org.uk/service/devon-local-offer/</a></p> <p><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></p>
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 Raleigh Church of England Primary School 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>