



WHITMINSTER ENDOWED C OF E PRIMARY SCHOOL
A FAMILY, A FOUNDATION, A FUTURE

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) ANNUAL REPORT: 2024-2025

Whitminster Endowed C of E Primary School has a duty to report annually to all parents on the provision for Special Educational Needs and Disabilities (SEND).

The school values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and equal members of the school.

As such provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Head teacher, SENDCO and all members of staff have important responsibilities.

Special Educational Provision means: A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Special educational needs and disability code of practice: 0 to 25 years July 2014)

A person has a disability for the purposes of this act if he has a physical or mental impairment, which has substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. (Disability Discrimination Act)

The Special Educational Needs Code of Practice (July 2014) lies at the heart of the school's SEND Policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step, support and specialist expertise can be put in place to help overcome the difficulties a child may have. If further support is required the school may request a statutory assessment and an EHCP (Education and Health Care plan) is provided. Children with an EHCP will have been assessed as having specific needs that are severe and/or complex. The EHCP plan would make clear the individual provision that the child needs and the school would meet these needs through appropriate resources including staffing. This may include working with external agencies. The school has a Special Educational Needs (SEND) policy. This policy is reviewed and updated annually during the Autumn term. It is available to any parent on request and is published on the school website. The school has also produced a 'Local Offer'; this outlines what we as a school offer children with SEND. This is also published on the school website.

The Special Educational Needs Coordinator (SENDCO) is Sarah Howard. The SEND Governor is Noah Denman

Number of pupils with SEND

In 2024-2025, children were identified as having special educational needs and receive the following support:

	My Plan	MyPlan+	EHCP
Pupils	10	2	3

Storing of My Plans

These are now all on insight (Assessment System) for all staff to view

Parental involvement

Parents, children and teachers are all involved in writing My Plans/My Plan+. Meetings/Reviews for children with a MyPlan/My Plan+, happen three a year. EHCP's have Annual Reviews.

Progress

OFSTED – May 2022

'Teachers make sure that all pupils are supported well, including those with special educational needs and/or disabilities (SEND). They set challenging work that pupils find interesting'.

'Leaders are ambitious for all pupils, including those with SEND'

KS2 SATs Data for our SEND pupils for academic year 2024/25

Maths	Reading	Writing
88%	75%	88%

Budget allocation

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs ('top up') funding from the Local Authorities High Needs SEND Funding allocation

Deployment of staff and resources

There are three teaching assistants (TAs) supporting the class teachers by delivering focussed interventions. There are also three TAs supporting pupils 1:1 (EHCPs)

This year, TAs have been involved in a range of intervention programmes in the following areas:

- **Published interventions**
- **School developed programmes/programmes from external professionals**

English

Handwriting booster	Small group work for children who need to practise either basic letter formation or joining of letters
Phonics booster	Small group work, focusing on phonics
1:1 reading	1:1 reading with an adult
Reading comprehension	Bespoke to an individual child or small group and can be linked to whole class GR sessions
Spellings booster	Small group work, focusing on key vocabulary.
Precision Teaching	Precision teaching is an effective intervention for monitoring the progress of a child or young person who is having difficulty acquiring and maintaining educational skills.
Write Start	This programme develops the muscles of the hand, so that the children gain the necessary control to produce handwriting.
Speech and Language Therapy	Individual programmes provided by SALT (Speech and Language Therapists)

Maths

Plus 1	Structured programme focusing on basic number facts
Power of 2	Follows on from Plus 1 to reinforce basic number concepts

Numicon Intervention	This programme includes sessions across 5 key areas: Number and place value, Adding and subtracting, Multiplying and dividing, Fractions, and Working with fractions, decimals and percentages.
Precision Teaching	Precision teaching is an effective intervention for monitoring the progress of a child or young person who is having difficulty acquiring and maintaining educational skills.
Times tables booster	Small group work focussing on Times tables
Reasoning booster	Small group work focussing on Reasoning
Other	
Fizzy	Programme designed by Occupational Therapists to support children's gross and fine motor development. Can be done in small groups or individually, according to needs.
ELSA	Individual work to develop the children's SEMH needs

A significant focus of the SENDCO has been in supporting and meeting the needs of TAs involved in delivering individualised and small group teaching and in assessing, administrative work, liaison with parents and other agencies.

External agencies

This year the school has liaised with, and had meetings with, an Educational Psychologist (EP), Speech and Language Therapists (SALT), an Occupational Therapist (OT), Advisory Teaching Service (ATS), Family Support Worker (FSW), and Paediatrician.

Early Years/Secondary Schools liaison

We continue to maintain links (meetings/visits/telephone calls) with our local Early Years settings and Secondary Schools and have had liaison meetings with other special needs staff in our partnership to ensure smooth transitions.

Staff development

Staff have attended various training programmes. These include:

- Safeguarding
- SEND cluster meetings
- Partnership SEND meetings
- Interventions for TAs at KS1 and KS2
- Mental Health training
- ELSA
- SALT

Sarah Howard SENDCO September 2025