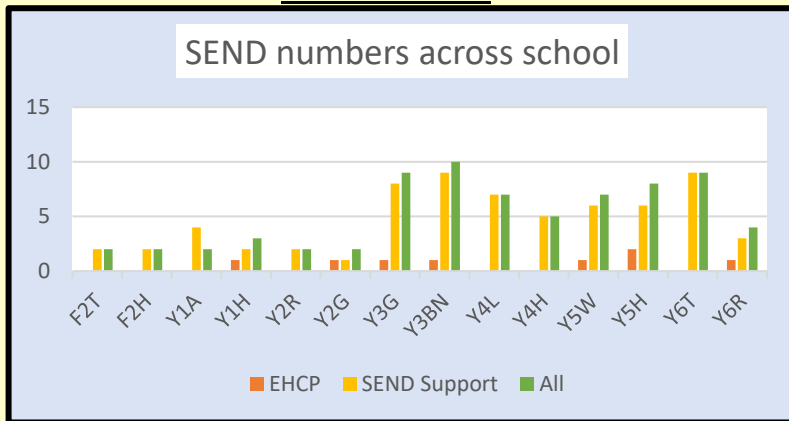


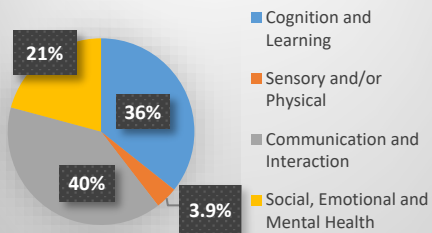
## Intent

At Wath C of E Primary School we value all pupils. We believe that our pupils with Special Educational Needs and Disabilities (SEND) have an equitable right to an education that enables them to develop fully. We use high quality teaching and assess, plan, do & review procedures with the intention of developing independence and life skills in all pupils. We intend to build positive relationships with parents, carers and professionals, provide a broad and balanced inclusive provision and tailor provision and the curriculum to meet the needs of all pupils.

## School Context



## Primary Need



Attendance			
	All Pupils	SEND Support	EHCP
18-19	96% (96%)	96.8% (94.6%)	97.4% (93%)
21-22	94.5% (93.7%)	94.7% (92%)	95% (90.3%)
22-23	95% (94.1%)	94.5% (92.2%)	94.8% (90.1%)
<b>School (National)</b>			

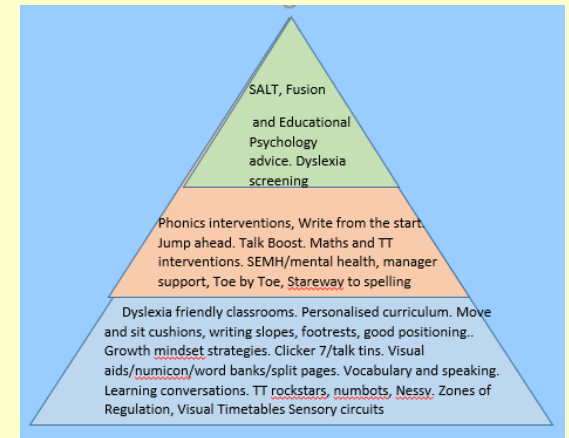
No of pupils on roll 24-25: 405			
	EHCP	SEND Support	Total
School	2%	16.8%	18.8%
National 23/24	3%	14.1%	17.1%

Percentage of SEN children engaged in clubs/committees/extra curricular activities			
2019-2020	57%	2023-2024	87%

## Implementation

At Wath C of E Primary School teaching and supporting children with additional needs is a whole-school responsibility. The intent to do this is successful through procedures and practice being continuously in place as part of an 'Assess, Plan, Do' and 'Graduated Response' approach. This includes:

- Early identification of needs through strong relationships and progress tracking
- Regular review meetings with parents and termly provision mapping
- One Page Profiles and Support Plans created with pupil and parent voices.
- Regular assessment including use of BTK to assess small steps.
- Collecting and valuing of pupil and parental voice.
- Multi-agency working
- Availability of SEND resources and assessment Tools
- Regular staff training on SEND
- Clear progression of support through the Graduated Response for each class including extra funding or resources when needed.
- Inclusive Quality first Teaching
- Early Help support for families and parent Information.
- SEMH support for pupils
- Transition planning with other settings.



## Impact

- Pupils are happy, safe and nurtured within school.
- Positive relationships are formed between staff and pupils
- SEND pupils have high levels of engagement in school life.
- All pupils, have the same opportunities and experiences as their peers
- Support is implemented as early as possible
- Provision is tracked each term and progress is closely monitored
- The voice of the child and their family is heard
- Families feel supported, informed and listened to by the school.
- SEND support plan targets are reviewed each term
- Pupils with SEND generally make good progress
- Advice and guidance from external professionals is utilised
- Bespoke provision and curriculums are available for children
- The learning environment meets the needs of all children.
- Staff feel knowledgeable and informed
- Pupils transition smoothly and feel happy and safe when moving
- Pupils leave Wath C of E Primary School with the tools to be independent and resilient.

## SEND Attainment 23/24

	School	National
EYFS GLD	28.6%	19.8% (22/23)
Y1 Phonics	74%	42% (22/23)
Y4 MTC (average score)	20.6	16 (22/23)
<b>KS2</b>		
Reading	77%	41%
Writing	46%	30%
Maths	69%	37%

## Parental Voice

"I feel the school have been exceptional and so helpful and I feel that my child has progressed well with this help and understanding"