



## PRESTON C of E PRIMARY SCHOOL SEND INFORMATION REPORT 2025 - 26

Definition of Special Educational Needs: "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 facilities of a kind generally provided for others of the same age."

Our aims are:

- To identify students with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To monitor the progress of all pupils to aid the identification of pupils with SEN. Continuous monitoring of SEN pupils by their teachers will help to ensure that they are able to reach their full potential.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be coordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.
- To promote effective partnership and communication with parents, pupils, and outside agencies.

## People who support children with Special Educational Needs and/or Disabilities in our school:

Staff	Summary of Responsibilities
<p>The Special Educational Needs Co-Ordinator (SENCo),  <b>Miss K Tucker</b></p> <p><a href="#">Local Offer update form - Somerset Council</a></p>	<p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>● Co-ordinating all the support for children with Special Educational Needs (SEN) and/or Disabilities and developing the school's SEN Policy to make sure all the children get a consistent, high-quality response to meeting their needs in school.</li> <li>● Ensuring that you are: <ul style="list-style-type: none"> <li>● involved in supporting your child's learning.</li> <li>● kept informed about the support your child is getting.</li> <li>● involved in reviewing how they are doing.</li> <li>● part of planning ahead for them.</li> </ul> </li> <li>● Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.</li> <li>● Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.</li> <li>● To provide specialist support for teachers and support staff in the school so that they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.</li> </ul>
<p>Class Teachers</p>	<p><b>They are responsible for:</b></p> <p>Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (targeted work, additional support, booster groups, interventions) and letting the SENCo know as necessary.</p> <ul style="list-style-type: none"> <li>● Using Pupil Passports and APDR Cycles when planning for your child's lessons.</li> <li>● Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>● Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.</li> </ul>

<p>Head Teacher, <b>Mrs C Hodgson</b></p>	<p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day-to-day management of all aspects of the school, this includes the support for children with SEN and/or Disabilities.</li> <li>• Giving responsibility to the SENCo and class/subject teachers but still maintaining responsibility for ensuring that your child's needs are met.</li> <li>• Making sure that the Governing Body is kept up to date about any issues in the school relating to SEN.</li> </ul>
<p>SEND Governor <b>Mrs E Wilson Chalon</b></p>	<p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is provided for any child who attends the school who has SEN.</li> </ul>

### How could my child receive help in school?

Children in school will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Other staff in the school
- Staff who visit the school from the Local Authority central services such as the Inclusion Partners and Education Engagement.
- Staff who visit from outside agencies such as Speech and Language Therapy (SALT) from the Integrated Therapy Services.

**What are the types of support available for children with SEN in this school?**

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can receive this kind of support?
Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your child and all the pupils in their class.</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning etc.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCo or outside staff) to support your child to learn.</li> </ul>	All children in school receive this as a part of excellent classroom practice when needed.
Somerset Graduated Response Tool  Discover more at <a href="#">Somerset's SEND Local Offer</a> and <a href="#">Somerset's SEND Local Offer   Taunton   Facebook</a>	<ul style="list-style-type: none"> <li>• Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning.</li> <li>• For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: <a href="#">Somerset's Graduated Response Tool</a></li> </ul>	Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

<p>Specific group work within a smaller group of children. This group may be run in the classroom or outside.</p> <p>These groups are run by a teacher or Learning Support Assistant (LSA) who has had training to run these groups.</p>	<ul style="list-style-type: none"> <li>• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</li> <li>• He/she will plan group sessions for your child with targets to help your child make more progress.</li> <li>• A Learning Support Assistant or sometimes an outside professional (like a Speech and Language Therapist) will run these small group sessions using the</li> <li>• teacher's plans.</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>
<p><b>Specialist groups</b> run by outside agencies e.g. Speech and Language Therapy or Occupational Therapy groups.</p> <p>AND/OR some Individual Support</p> <p>Stage of SEN Code of Practice <b>SEN Support</b>, which means they have been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school. This may be from</p> <p>Local Authority central services such Inclusion Partners.</p> <p>Outside agencies such as Speech and Language Therapy (SALT) from the Integrated Therapy Services.</p>	<ul style="list-style-type: none"> <li>• Your child will have been identified by the class teacher/SENCo (or you will have raised your worries) as needing more specialist input instead of in addition to excellent classroom teaching and intervention groups.</li> <li>• You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission to the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better and be able to support them better in school.</li> <li>• The specialist professional will work with your child to understand to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>➤ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better</li> <li>➤ Support to set better targets which will include their specific</li> </ul> </li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>

	<p>expertise</p> <p>A group run by school staff under the guidance of the outside professional e.g. a social skills group or co-ordination group</p> <ul style="list-style-type: none"> <li>➤ A group or individual work with an outside professional</li> <li>• The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	
<p><b>Specified Individual Support</b></p> <p>This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching.</p> <p>Usually, your child will also need specialist support in school from a professional outside the school. This may be from Local Authority central services such as the Inclusion Partners and outside agencies such as Speech and Language Therapy (SALT) from the Integrated Therapy Services.)</p>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, and you can find more details about this in the Local Offer.</p> <p>After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with provision at SEN Support level.</p> <p>After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education, Health and Care Plan. If this is not the case, they will ask the school to continue with the provision at SEN Support level and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <p>The Education, Health and Care Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support will be used and what strategies must be put in place. It will also have long and short-term goals for your child.</p> <p>An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>	

### **How can I let the school know I am concerned about my child's progress in school?**

- If you have concerns about your child's progress, you should speak to your child's teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCo or Headteacher.
- If you are still not happy you can speak to the school SEN Governor.

### **How will the school let me know if they have any concerns about my child's learning in school?**

- When a teacher or parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCo.
- At Preston CE Primary, there are regular Phase Meetings where concerns are discussed and then subsequent Senior Leadership Team meetings to ensure all children are making good progress. There are also Pupil Progress Meetings involving the class teacher, Head Teacher and SENCo where progress and issues are also discussed. This is another way your child may be identified as not making as much progress as they could be.
- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail:
  - To listen to any concerns you may have
  - To plan any additional support your child may receive
  - To discuss with you any referrals to outside professionals to support your child's learning
  - Talk to your child about their learning

### **How is extra support allocated to children and how do they move between the different levels?**

- The school budget, received from central government, includes money for supporting children with SEN and Disabilities.

- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school, including
  - The children getting extra support already
  - The children needing extra support
  - The children who have been identified as not making as much progress as would be expected.
- Then decisions can be made about what resources/training and support is needed.
- The decision regarding the support for your child is based on an Assess, Plan, Do, Review cycle which will involve relevant school staff, parents/carers, your child and any outside professionals as necessary.
- All resources/training and support are reviewed regularly, and changes made as needed.

Special educational provision is anything that is 'additional to or different from' the provision that is made for all children. If a child's needs are complex, he/she may be eligible for consideration of further funding (this is called 'High Needs funding.')

This funding is applied for through the EHCP process. To apply for this funding, schools need evidence gathered over time and reports from external professionals such as a Speech and Language Therapist, Occupational Therapist or Consultant Paediatrician.

### **Which specialist services and expertise are available or are accessed by the school?**

- Educational Psychology Service
- Inclusion Partners and Learning Mentors
- Integrated Therapy Service (including Physical, Occupational Therapy, Speech and Language Therapy (NHS))
- Child and Adolescent Mental Health Service (CAMHS)
- Vision and Hearing Support Team – Local Authority
- South Somerset Partnership School (SSPS)

- ICT Advisory Teacher
- Children's Social Care
- Consultant Paediatricians (NHS)
- Parent Family Support Adviser (PFSA)
- SENDIAS (Special Educational Needs and Disability Information, Advice and Support) for parents
- School Nurse Team/Specialist Continence Nurse (NHS)
- Cerebra (charity to support parents for children with special needs)

**How are the teachers and Learning Support Assistants in school supported to work with children with a Special Educational Need and what training do they have?**

- The SENCo's job is to support the Teachers in planning for children with SEN or Disabilities.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEN or Disabilities.
- Also, individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

**Members of staff are trained in:**

- Numicon
- Phonics
- Supporting Speech Sound Development
- Making Sense of Autism
- Hearing Impairment Awareness
- SCERTS (Social Communication, Emotional Regulation and Transactional Support)
- SALT and OT Programmes
- Positive intervention and de-escalation techniques

- Social and Emotional needs, self-awareness training
- Inference training (comprehension techniques and strategies)
- Clicker 8 and Communicate in Print
- Working Memory in the Classroom
- Person Centered Planning
- An Introduction to Integrated Working (EHA – Early Help Assessment, Lead Professional, Information Sharing)
- Diabetes and Epilepsy
- First Aid training

### **How will the teaching be adapted for my child with learning needs (SEN)?**

- Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Support staff will support your child's learning in the classroom.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted daily, if needed to meet your child's learning needs.

### **How will we measure the progress of your child in school?**

- Your child's progress is continually monitored by his/her teachers.
- His/her progress is reviewed formally every term, and a national Curriculum level is given in English and Mathematics.
- Children who are SEN Support will have a Pupil Passport which will be reviewed every term and the plan for the next term made.
- The progress of children with an EHC Plan or High Needs funding is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

### What support do we have for you as a parent of a child with Special Educational Needs or Disabilities?

- We would like you to talk to your child's teachers regularly so we know what they are doing at home, and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child at home and in school and can share what is working in both places.
- The SENCO is available to meet with you to discuss your child's progress or any concern/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Pupil Passports will be reviewed with your child and any updates will be sent to you.
- Homework will be adjusted as needed to your child's individual needs.

### How accessible is the school to children with SEN and Disabilities?

- The school has a level site which is completely wheelchair accessible. There are 2 accessible toilets and a shower room.
- All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. Parents will be involved in the decision making about school trips and activities.
- The school has an EAL Co-Ordinator who can liaise with EMAS (Ethnic Minority Achievement Service). EMAS can at times assist us in supporting our families with English as an additional language. When necessary, the school can access the translation service to translate reports, documents and letters and to provide an Interpreter to attend meetings and Parent Evenings.

## How will we support your child when they are leaving this school or moving to another setting?

### **If your child is moving to another school:**

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

### **When moving years (class) in school:**

- Information about your child will be shared with their new teacher.
- If your child is helped by a personalised plan for moving to another year, we will put this in place.

### **In Year 6:**

- Information about your child will be shared with their new form tutor, Head of Year and SENCo.
- All children attend a transition day at some point during the Summer Term. Extra visits will be arranged for SEN and children with Disabilities to their new school if needed.
- If your child has complex needs, then an Education Health Care Plan Annual Review may be used as a transition meeting during which we will invite staff from both schools to attend.
- All records about your child will be passed on at the end of Summer Term.

## Who should I contact if I am considering whether my child should join Preston CE Primary?

Contact the school office to make an appointment to arrange a meeting with the Head Teacher or SENCo on 01935 474538

*Reviewed: September 2025*