

Wedmore First School Academy

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT 2025-26



HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

Introduction

Our school is a mainstream First school for children from 4-9 years of age, we have a Pre-School for younger children aged from 2-4 years old. We are a member of the Wessex Learning Trust (WLT) and welcome everybody into our community. The staff, Partners, children and parents/carers work together to make our school an inclusive, welcoming and happy place where children can achieve their full potential and develop as confident individuals.

Our SEND provision aims to fulfil the expectations of the Department for Education's (DfE) SEND Code of Practice 2015 published expectations for all settings regarding the provision for SEND.



We aim to ensure that:

- Children with SEND are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community. Our school promotes an enquiry-based curriculum that enables children to be independent in their learning.
- Children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each child to reach his or her full potential.
- We allocate additional support on a needs basis, for children with EHCPs we provide the help outlined in their plan.
- We identify and assess children with SEND as early and thoroughly as possible using the Code of Practice (2015) graduated response approach.
- Parents/carers and children are fully involved in the identification and assessment of SEND, and we strive for close co-operation between all agencies concerned.
- We meet the needs of all children with SEND by offering appropriate and flexible forms of educational provision and by the most efficient use of all available resources. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of the children.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.



There are four main types of Special Educational Needs and Disabilities (SEND), decided by the DfE:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If your child has SEND, then their needs will fit into one or more of these areas. A school's provision for SEND is defined as support which is additional to or different from that which is available to all children.

Children with SEND need support for different reasons. These include:

- A Specific Learning Difficulty e.g. Dyslexia (difficulty in reading and writing) or Dyscalculia (difficulty in maths);
- An emotional or mental health difficulty (SEMH) that impacts on their well-being and stops them from making progress;
- A difficulty in communication and interaction e.g. Autism, Attention Deficit Hyperactivity Disorder (ADHD);
- Speech and language difficulties;
- A disability that also means that they need support to learn eg hearing impairment, cerebral palsy or vision impairment;
- An illness that impacts on their learning.

What should I do if I think my child has SEND?

Please tell us if your child is starting school with us and has one of the following:

- An Educational Health Care Plan (EHCP);
- A physical disability;
- A specific learning difficulty such as Dyslexia or Dyspraxia;
- A School Entry Plan (SEP);
- Has been diagnosed with, or may have a social communication difficulty such as Autism;
- Has a care plan from a health professional e.g. Speech and Language Therapist or Occupational Therapist;
- A mental health diagnosis or is having support from CAMHS or a counsellor;
- An Early Help Assessment (EHA) that has been started by another school, healthcare professional or Social Services.

This will help us to work with you and begin to plan to meet the needs of your child.

If your child is already at our school, and you think that they have SEND, you can:

- Talk to your child's teacher straight away;
- After this, make an appointment to speak to our SENDCO, Miss Podbury.

How will the school know if my child needs extra help?

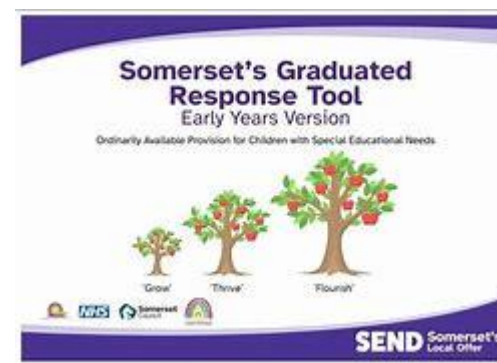
We recognise that children make progress at different rates and not always in a steady linear pattern. From time to time, children need extra help to make progress because they have a 'barrier' (difficulty) that stops them from learning in the same way as other children. When this happens, we have different ways to help them keep up through our 'graduated response' which is integral to our whole school approach for supporting children with SEND.

Somerset Graduated Response Tool

Quality First Teaching underpins all educational provision. Through this, children's needs are met in the classroom through highly focussed, well planned personalised teaching with high expectations for all learners. Somerset's Graduated Response Tool, launched in 2022 (replacing the previous Core Standards) describes the entitlement of children and young people with Special educational Needs and Disabilities in early years settings, schools and further education in Somerset. We are using this to aid our graduated response in school.

You can learn more about Somerset's Graduated Response at:

[What to expect from education \(somerset.gov.uk\)](http://somerset.gov.uk)

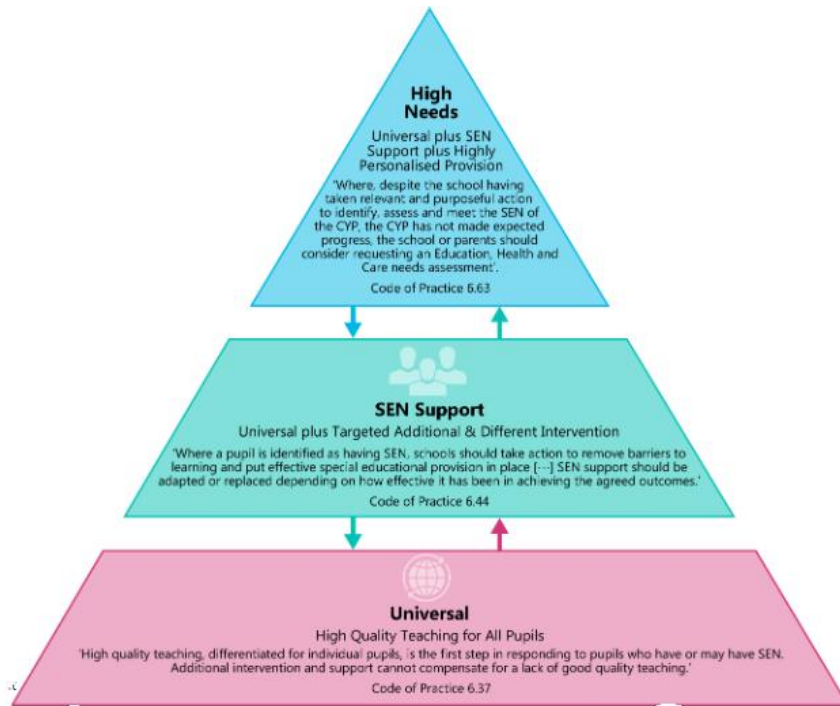


What will the school do if they think my child has SEND?

If you inform us that you think your child has SEND, we will discuss this with you and investigate by:

- Talking with your child to find out what they feel they are good at and what they think they need more help with. This is one of the ways that we make sure we are an inclusive school;
- We will talk to you and listen to your views and hopes that you have for your child. It is another way that we are an inclusive school;
- Together we will plan support for your child. If there are concerns that they have emerging SEND, in the first instance they may be added to a highlighted needs list and a Learning Passport written by the class teacher. This will mean that extra support is put in place and its impact closely monitored. If, after this support, your child is identified as having SEND, their name will be added to the SEND register and an Individual Learning Plan (ILP) will be put into place;
- All children with SEND have their ILP targets reviewed at least twice a year to ensure it is having a positive impact. We do this by looking at your child's work, using assessments to see if they are making progress and / or reviewing their behaviour. This is shared with you and your child, after this we decide what the next steps in your child's learning journey should be and identify new targets;
- Your child's needs may change over time and provision will reflect this. This means that if appropriate, your child may be removed from the SEND register in discussion with you. They can, if necessary, be re-added at a later date.

The tiered graduated response



Assess, Plan, Do and Review (APDR)



How will school support my child?

Our SENDCo oversees all support and progress of any child requiring additional help across the school. Support and intervention vary and will be based on your child's individual needs. All children have targets that are set by the class teachers based on their individual learning needs.

Support and intervention at our school includes class teacher input, via excellent targeted classroom teaching – Universal Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectation for your child and all others in their class.
- That all teaching is built on what your child already knows, can do and can understand.

- That different ways of teaching are in place, so that your child is fully engaged and motivated in the learning in the class. This may involve a more practical way of learning, for example.
- That specific strategies are put into place to support your child to learn effectively.
- Your child's teacher will have carefully checked on your child's progress and identified any gaps in their understanding/learning and put into place any extra support needed to help them make the best possible progress.



Additional support

Additional support is intervention which may take place either in a small group, 1 to 1 or through use of specific resources. This may happen in the classroom or a group room and could be led by a teacher, teaching assistant (TA) or Emotional Literacy Support Assistant (ELSA). The school offer a variety of interventions which support your child's development academically, emotionally and socially. Staff are trained to deliver specific interventions to meet a range of needs. These may include:

- ELSA support
- Phonics interventions
- NESSY
- Sensory Circuits
- WellComm interventions

Some children may need extra specialist support in school from a professional outside of the school community. This may be from Local Authority support services, such as the Autism and Social Communication Team, Occupational Therapy or Speech and Language Services.

What could happen?

You will be asked for your permission for the school to refer your child to a specialist professional and an Early Help Assessment (EHA) will be completed which includes reasons for the referral. This will help everyone to further understand your child's particular needs and be able to support them more effectively in school. If accepted by the relevant service, the specialist will work with the school and family to better understand their needs and make recommendations as to how support is given to your child in the most effective and efficient way.

What specialist services and expertise are available to support your child?

We work with many external agencies that support individual children's needs within our school. These include: GP, School Nurse, Speech and Language Therapist, Occupational Therapist, Educational Psychologist, the Virtual School Learning Support Service, the Autism and Social Communication Advisory Team, the Physical Impairment and Medical Support Services (PIMSS) and Paediatricians.

We also work with a range of further support services including Parent Family Support Advisors within the WLT and Somerset's Family Intervention Service and Children's Social Care.

If it is decided that your child may benefit from a support from a specialist service, then they will be referred by the SENDCO (or Safeguarding Lead if appropriate). An Early Help Assessment or Team around the Family meeting may take place where the full range of available help will be discussed. Although we may make a referral, it is important to be aware that increasingly high thresholds and changes to services for acceptance means that not all requests are accepted.



How will the school judge what impact the support has had on my child?

As a school we measure children's progress in learning against national age-related expectations. The class teacher will continually assess each child and note areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 4, using a variety of different methods, including assessment under the National Curriculum and some standardised tests, as appropriate. Children who are not making expected progress are identified through termly Pupil Progress Meetings. From this, needs are discussed and interventions are put into place according to areas of concerns. This support will inform targets on an ILP, these are updated in

terms 2, 4 and 6. When a child's ILP is reviewed, comments are made to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be used to ensure the child does make progress.

Education Health Care Plan (EHCP)

Occasionally, when a child is continuing to demonstrate a significant level of need, despite intervention over time or if their learning need is complex and persistent, a statutory assessment will be considered. If a statutory assessment is required, the school, in consultation with the parents and outside agencies, will submit reports for consideration by the Local Authority's (Somerset County Council) SEND Panel.

If your child has an EHCP, in addition to termly meetings you will be invited annually to a full review meeting. At this meeting, the SENDCo, class teacher, teaching assistant and any other professionals involved in your child's care will review your child's progress and agree next steps. Your child will also be invited to take part in the meeting to share their views.

What if my child has SEND and is not able to attend school?

Children with SEND still have to come to school. If you have problems with this, we will work with you to find way so to overcome this. Our aim is always to find a way to get your child back into school as soon as possible. If your child is ill, you must inform the school. If your child is unable to attend school due to a medical need, we will work with you to provide an appropriate level of education during your child's necessary absence.

In the event of the school having concerns about a child's attendance, we have a duty of care to respond to this appropriately. This may involve professionals from the WLT, Social Services or the Police.

How will you help me to support my child's learning?

The class teacher or the SENDCo can offer advice and practical ways that you can help your child at home. We use 'Class Dojo' as an easy and effective two-way communication system between the class teacher and parents. However, if necessary, in addition to this, the class teacher can provide a home/school communication book. Your child will bring this home with them daily so that comments from the parents and the teacher can be shared.

If your child is on the school's special needs register, they will have individual targets and these will be discussed with you termly. Recommendations from external agencies, e.g. a Speech and Language Therapist will be shared with you so that strategies can be

implemented at home and school. If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered. If your child has an Education Health Care Plan (EHCP) a formal meeting will take place annually to review your child's progress. We also invite parents to information meetings in school, where we explain how we teach certain areas of the curriculum, e.g. phonics or maths.

What is the pastoral, medical and social support available in the school to ensure my child's over-all wellbeing?

We have a range of pastoral opportunities available to children at school – this includes being part of the School Council, having a classroom responsibility, being trained as a playground buddy or reading monitor as well as gardening sessions. We also plan a range of well-being sessions, art and sporting events, church services and other performances. On a weekly basis, we enjoy celebrating the successes of children in Celebration Assembly – achievements are highlighted as well as positive attitudes and kind behaviour.

As a nurturing school, we pride ourselves on positive relationships with children and parents. At the start of every day, entrances are staffed with an adult who greets and welcomes children. This ensures smooth transition between home and school each day. The Class Teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore, this should be your first point of contact. If you have concerns about your child's friendships, academic progress, social skills or anything else, please speak to your child's class teacher. Support can be offered to help in a range of ways – a favourite activity and meet and greet to help your child transition into school daily, a friendship group to help them establish and maintain friends or a special job to help boost self-esteem.



How will my child be included in activities outside the classroom including day to day and residential trips?

We aim for all children to be included on school day trips, residential stays and extra-curricular activities. We will provide necessary adaptations, having consulted with you, to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure that everyone's health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, we will always explore different options to include the child.

How does the school manage the administration of medicines and personal care?

We have policies and procedures in place regarding the administration of medicines and management of personal/intimate care in school. Parents are required to contact the office if medication needs to be taken during the school day and the appropriate forms need to be completed. The administration of medication is overseen by specific members of staff. If a child's health care needs are longer term, a medical or Health Care Plan will need to be put into place. This will be done by health care professionals, parents and the school SENDCO. Staff receive regular training regarding conditions and medications affecting individual children so that all staff can manage a medical situation should the need arise, for example, diabetes/epi pen training. If a child should require personal care, an Intimate Care Plan will be put into place and staff will receive appropriate training so that they can undertake this level of care sufficiently.

How accessible is the school environment?

The school is wheelchair accessible. The Nursery has steps leading to the entrance. A handrail has been fitted onto the Nursery steps. Please visit the school website to view the Accessibility Plan for more information.

How will the school prepare and support my child when joining the school or transferring to a new school?

We recognise that 'moving on' can be difficult for many children and we take various steps to ensure that this transition is as smooth as possible. We encourage all new children to visit the school prior to starting with us. For children with SEND who are moving on to middle school at the end of Year 4 or children who move elsewhere at different points in their school life, we liaise closely with their next setting and/or hold transition meetings.

We offer additional transition days to the next school if a child is feeling apprehensive or feel that it would be beneficial to make the transition a smoother process.

We liaise closely with staff when receiving and transferring children from and to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. The SENDCO would liaise with the previous or following SENDCO. If your child has an EHCP and is moving to a new school, we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

How are the school Governors (Partners) involved, and what are their responsibilities?

The SENDCO reports to the Partners regularly to inform them about the progress of children with SEND; this report does not refer to individual pupils and confidentiality is maintained at all times. There is a named Partner who is responsible for SEND and will meet with the SENDCO at specific times during the academic year. This 'SEND link Partner' also reports to the Partnership Board in order to keep all Partners informed. The SENDCO informs Partners of any recent changes in SEND policies both nationally, locally and also school based.

Finally, remember if you have any concerns that your child may have SEND.....

Talk to us – in the first instance contact your child’s Class teacher. If you still have questions or concerns, you can contact the School SENDCO, Miss Caitlin Podbury or the Headteacher, Mrs Shelley Kent. We pride ourselves on building positive relationships with parents. We are open and honest with parents/carers and hope that you are the same with us.

Look at our Special Educational Needs and Disability Policy, SEND School Offer and Accessibility Plan which are all available on our school website and also the Somerset Local Authority Offer [What to expect from education \(somerset.gov.uk\)](http://www.somerset.gov.uk/what-to-expect-from-education)

Who else can I contact outside of the school environment?

- Somerset Parent Carer Forum is an independent group of parent carers who have joined together to share information, their views alongside the experiences of the children’s/young person’s services (0 – 25 years) they already use or would like to use in the future.

Phone: 01278 699397

Email: help@somersetparentcarerforum.org.uk

- Somerset SENDDIAS is an organisation that provides independent advice and support for families.

Phone: 01823 355578

Email: somersetSENDDIAS@somerset.gov.uk



Somerset SENDIAS
Special Educational Needs and Disability Information, Advice and Support

Who should I contact if I am considering whether my child should join the school?

If your child has an identified or potential special educational need or disability, you can arrange to meet with the SENDCO, Miss Podbury, who will discuss how the school could meet your child's needs.

Phone: 01934 712643

Email: office@wedmorefirstschool.org.uk

Useful websites

Somerset Local Offer: www.somersetchoices.org.uk

Somerset Parent Carer Partnership: www.somersetparentcarerforum.org.uk

SENDDIAS: [Somerset SENDDIAS](#)

NHS Somerset: www.somersetft.nhs.uk

Hearing Impairment: www.ndcs.org.uk

www.signature.org.uk

Vision Impairment: www.somersetsight.org.uk

www.rnib.org.uk

Autism: www.autism.org.uk

www.autismsomerset.org.uk

ADHD: <https://adhdfoundation.org.uk/>

Mental Health: <https://www.youngminds.org.uk/>