

# High Ham C of E Primary School

## Special Education Needs and Disabilities (SEND) Information Report



This guidance has been written to reflect the school mission statement

**“Discovering, Learning, Believing Together”**

Approved by:	Ann Edwards Headteacher	Date: December 2024
Last reviewed on:	December 2024	
Next review due by:	September 2025	

If you would like help with reading or understanding this document, we have Parent/Carer ambassadors who will sit with you and read through this information report. Please speak to the school office to be put in touch with one of our volunteers.

## CONTENTS

- [Key Members of Staff](#)
- [Who do I see if I am worried?](#)
- [Whole School Approach](#)
- [Definition of Special Educational Needs](#)
- [Approach to Teaching Children with SEND](#)
- [Arrangements for consulting parents and carers of children with SEND](#)
- [Arrangements for consulting young people with SEND and involving them in their education](#)
- [Assessing and Reviewing Progress of Children with SEND](#)
- [Adaptations to the Curriculum and Learning Environment](#)
- [Additional Support for Pupils with SEND](#)
- [Expertise and Training of Staff supporting pupils with SEND](#)
- [Support for Improving Emotional and Social Development](#)
- [How the effectiveness of the provision made for pupils with SEND is evaluated](#)
- [How pupils with SEND are enabled to engage in activities available to those in the school who do not have SEN](#)
- [Arrangements for supporting pupils moving between phases of education and preparing for adulthood](#)
- [Support services available to parents/carers of pupils with SEND](#)
- [Somerset's Local Offer](#)
- [How do we handle complaints from parents/carers of children with SEND about provision made at the school?](#)
- [Linked policies and documents](#)

[Appendix 1: Glossary of SEN Terms and acronyms](#)

[Appendix 2: Diagrams from The Somerset Graduated Response Tool](#)

### Key Members of Staff

Name	Role	Contact Details
Mel Peach	Special Educational Needs Coordinator (SENCo)	<a href="mailto:senco@highhamcofe.co.uk">senco@highhamcofe.co.uk</a>
Ann Edwards	Headteacher and Designated Safeguarding Lead	<a href="mailto:annmarie.edwards@highhamcofe.co.uk">annmarie.edwards@highhamcofe.co.uk</a>
Sally Roy	Chair of Governors; SEN Designated Governor	<a href="mailto:sally.roy@highhamcofe.co.uk">sally.roy@highhamcofe.co.uk</a>

School office contact details: Telephone: 01458 250735

Email: [office@highhamcofe.co.uk](mailto:office@highhamcofe.co.uk)

## Who do I see if I am worried?

Your child's Class Teacher is your first point of contact. You can arrange to speak to the Class Teacher by making an appointment via the school office.

You can also arrange to speak to the school's SENCo, Mel Peach, by calling or emailing the office.

An appointment with the Headteacher, Ann Edwards, can also be made through the school office.

Contact details are provided in the [table above](#).

## Whole School Approach

High Ham C of E Primary School has six classes and caters for pupils from the age of 4 to 11.

Our aims and values are rooted in us all 'Discovering, Learning, Believing Together' and we encourage everyone to flourish; believing in themselves and others, growing in wisdom and knowledge, discovering the joy of learning, the comfort of friendship and the wonder of God's world.

At the heart of the educational philosophy at High Ham is the belief that every learner, regardless of their individual challenges, can grow into a confident and independent learner, capable of living a fulfilling life. We are dedicated to creating an inclusive environment that values diversity and empowers all children to discover and develop their unique strengths and abilities.

We understand that each learner has distinct needs, and we employ a personalised approach to education that provides tailored support. This ensures that every child can engage effectively with the curriculum. By creating a caring and supportive atmosphere, we aim to build each student's sense of belonging and self-esteem, which are vital for promoting independence and resilience.

## 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 other 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."

(Special Education Needs Code of Practice, 2015)

## Special Educational Needs (SEN)

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. **Communication and Interaction:** Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Condition (ASC)
2. **Cognition and Learning:** which includes Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
3. **Social, Emotional and Mental Health Difficulties:** which manifest themselves in many ways such as becoming withdrawn or isolated or may result in challenging, disruptive or disturbing behaviour. Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Oppositional Defiance Disorder (ODD) and attachment difficulties or disorder fall under this category of need.
4. **Sensory and /or Physical needs:** including hearing or visual impairment, sensory processing difficulties, mobility restrictions or a physical disability which requires additional support and equipment in school and any other conditions diagnosed by medical professionals.

Please click on the following link to access our school's [SEND Policy](#).

## Approach to Teaching Children with SEND

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. 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 the four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place.

At High Ham C of E Primary School your child's progress is continually monitored by their Class Teacher, the SENCo and the Leadership Team. A range of evidence is collected through our assessment and monitoring plan and through standardised testing. Through Pupil Progress Meetings, held termly with the SENCo and a member of the Leadership Team, children who are not making the expected progress are identified and strategies for supporting them are discussed.

Sometimes, some children require further support that is 'additional to or different from' the support generally offered in class. This enhanced level of support is called SEN Support. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

If a child continues to demonstrate considerable cause for concern, a request for an 'Education, Health, and Care Plan' will be made with support from outside agencies such as the Education Psychology Service or a Speech and Language Therapist.

## Arrangements for consulting parents of children with SEND and involving them in their child's education

- As soon as your child's needs have been identified we will contact you and invite you to meet to discuss plans to help our child make better progress. Our assess, plan, do, review cycle (APDR) will be initiated at this point. The Assess, Plan, Do, Review cycle is a way to help pupils get the support they need. Here's how it works:
  - **Assess:** First, we check what a pupil needs. This could be looking at their skills or understanding where they struggle.
  - **Plan:** Next, we make a careful plan to help the pupil. This plan describes what we will do to support them and how it will help.
  - **Do:** After planning, we put the plan into action. This means we use different teaching methods and resources to help the pupil learn better.
  - **Review:** Finally, we look back to see how well the plan worked. We check if the pupil made progress and if the support helped them.

This cycle helps teachers make sure that each pupil gets the right help to succeed in their learning.

- Children on the SEND register will have a Pupil Learning Passport (PLP) which will be sent home, reviewed and shared with parents and carers, and the child on a termly basis. Parents and carers are invited to add their views to the PLP.
- Parents and carers are invited to discuss their child's progress at parent/carer meetings with the class teacher. Appointments to discuss progress with the SENCo may also be made if required.
- Children with an EHCP also have an Annual Review of their plan, in addition to the termly reviews of their PLP.

## Arrangements for consulting young people with SEND and involving them in their education

- Individual discussions will take place with children about their perception of their needs and their feelings surrounding this.
- Pupil Learning Passports (PLPs) will capture the children's hopes and aspirations for their future and targets and reviews will be discussed with them at an age-appropriate level. Children will be encouraged to take ownership of their targets and they will be given a learning bookmark so they have these targets readily available.

- All children, including those with SEND, are encouraged to talk about their learning in pairs and small groups.
- Interviews with children who have a PLP provide opportunities for feedback about what is working well and what could be improved.

## Arrangements for assessing and reviewing pupils' progress towards outcomes

Children on the SEN register will have a Pupil Learning Passport (PLP) which will be sent home, reviewed and shared with parents and carers and the child on a termly basis. Parents and carers are invited to add their views to the PLP. Children with an EHCP also have an Annual Review every year, in addition to the termly reviews of the PLPs.

The interventions that a child has are tracked and the impact is measured to ensure progress is being made. This is through our assess, plan, do, review process.

All pupils, including those with a PLP, are discussed at termly Pupil Progress Meetings with the SENCo and a member of the Leadership Team.

## How do we adapt the curriculum and learning environment?

The school makes reasonable adjustments to both the curriculum and the learning environment to meet the range of special educational needs of the children. This can mean that teachers plan for:

- Small group or 1:1 learning
- Pre-teaching content or vocabulary
- Use of symbols or visual prompts
- Adapted resources and materials to make them accessible for pupils with specific difficulties
- Additional/specialised apparatus or materials (e.g., wobble cushions, pencil grips, coloured overlays, use of iPads or voice recorders, use of chrome books, learning journals and help trays)

## Additional support for learning that is available for pupils with SEND

Liaison with external agencies supplements the support and assessment of the needs of individuals. Regular liaison is maintained, as required, with the following agencies for pupils with SEN Support or Higher Needs funding and pupils with EHC plans:

- Inclusion Team advisory teachers
- Social, Emotional & Mental Health Advisory Teachers (Mendip School)

- Educational Psychology Service
- Children's Social Care
- Speech and Language Therapy
- Autism and Communication Service
- Mental Health Support Team
- CAMHS (Child and Adolescent Mental Health Services)
- Occupational Health
- Physiotherapy
- Physical Impairment and Medical Support Team
- SENATAS (Special Educational Needs Assistive Technology Advisory Service)
- School Nursing Team
- Virtual School Head (for children looked after)
- SENDIAS (Somerset Special Educational Needs and Disability Information Advice and Support Service)
- Parent and Family Support Advisor (PFSA)

## Expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

All members of staff regularly receive training updates. These can be from external advisors, online providers or internal training led by the SENCo. Our staff include a fully qualified SENCo, teachers with Qualified Teaching Status, four higher-level teaching assistants (HLTAs) and teaching assistants. We have a Senior Mental Health Lead as well as two members of staff trained as Mental First Aiders. We also employ an ELSA to support emotional needs of our children.

Members of staff are trained in:

- ILI (Individual Literacy Intervention)
- Spelling Detectives
- SALT and OT programmes
- First Aid
- Unlocking Letters and Sounds
- Numicon Intervention
- Somerset Total Communication
- Understanding Children and Young People's Mental Health

## Support for improving emotional and social development

At High Ham C of E Primary School all adults within the school community are responsible for the welfare of all our pupils. We have a range of inclusive provision available to all children, including

- Positive Behaviour and Relationship Policy which encourages mutual trust and respect between all adults and children
- Personal, Social, Health Education (PSHE) curriculum for all classes

- Teachers adapting approaches within a class to support a child's needs
- Zones of Regulation

We work with parents and carers, professionals and through our SEN identification process we are able to identify any specific provisions that may be required for individual children or small groups. This may include:

- Small group social interventions such as 'Talkabout'
- ELSA support sessions
- Home-school communication books
- Thrive assessments
- Interventions from the Mental Health Support Team

## How the effectiveness of the provision made for pupils with SEND is evaluated

- Monitoring of lessons – observations and book monitoring
- Parent/Carer and Pupil Voice surveys to gather feedback and ideas on how we can further support pupils with SEN
- Pupil Progress Meetings to analyse data, track progress and discuss individual pupil needs
- Analysis of attendance patterns
- Evaluation of interventions, ensuring progress is measurable.

## How pupils with SEND are enabled to engage in activities available to those in the school who do not have SEN

- Extra-curricular clubs and activities are available to all pupils regardless of need. We are committed to making reasonable adjustments to ensure participation for all
- Activities outside the classroom and educational visits are available to all
- Risk assessments carried out for each educational visit
- Additional adults are deployed to accompany pupils
- Health and safety audits will be conducted as and when appropriate

Please click on the following link to access our [school's accessibility plan](#).

## Arrangements for supporting pupils moving between phases of education and preparing for adulthood

- Staff work closely to share information about pupils to ensure that specific needs of individuals are met – this includes the next class teacher attending the final PLP review meeting each academic year
- Additional support, including visits, are available for pupils with SEN to help them make successful transitions to their next class or next school
- Parents/carers and children are fully involved in the transition process



- Additional time with new teachers and in new surroundings provided where required
- Transition booklets that include photographs of their new teacher and classroom environment used as required
- We work very closely with our local secondary school providers and discuss adaptive transition arrangements which may include extra visits or meetings with parents and carers
- Ensure that transfer of all records and information is completed within the guidelines of GDPR

## Support services available to parents/carers of pupils with SEND

Somerset [SENDIAS](#) provides information, advice and support about special educational needs and disabilities (SEND) for parents, carers, children and young people (up to the age of 25). The service is free, confidential and impartial.

### Contact details for SENDIAS

Phone: 01823 355578 (voicemail available all year round)

Email: [somersetseidias@somerset.gov.uk](mailto:somersetseidias@somerset.gov.uk)

[Somerset Parent Carer Forum's](#) activities are carried out for the benefit of Parent Carers and families of children and young people with special educational needs and disabilities (SEND) in Somerset. They provide an independent voice for families with children from birth to 25 with additional needs or disabilities.

### Contact details for Somerset Parent Carer Forum

Phone: 01458 259384 or 07543 680365

Email: [admin@somersetparentcarerforum.org.uk](mailto:admin@somersetparentcarerforum.org.uk)

## Somerset's Local Offer

Somerset has a dedicated website to help find information on the services available to children and young people, up to 25 years old, with special educational needs (SEND) and how to access them. Please click on the following link for more information – [Somerset Local Offer](#)

## How do we handle complaints from parents/carers of children with SEND about provision made at the school?

Whenever you have a concern about your child, you must contact their class teacher in the first instance. If you wish to discuss the matter further then contact the SENCo, Mel Peach, or the Headteacher, Ann Edwards, or the SEND Designated Governor, Mrs Sally Roy. All contact details are found at the [beginning of this information report](#).

For further information, please see the school website for our [complaints procedure](#).

## Linked Policies and Documents

This information report is linked to the following policies and documents:

- [Positive Relationship and Behaviour Policy](#)
- [Equality Policy and Information](#)
- [SEND Policy](#)
- [Accessibility Plan](#)
- [Admission Arrangements](#)

## Appendix 1: Glossary of SEN Terms and acronyms

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

**Assess, Plan, Do, Review (APDR)** – the way we ensure pupils get the support they need and monitor the impact of any help they are given to enable them to succeed in their learning.

**CAMHS** – child and adolescent mental health services

**Differentiation** – when teachers adapt how they teach in response to a pupil's needs

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

**EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

**Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

**Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

**Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

**Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

**PLP** - a document detailing the individual targets and progress a child on the SEN register is making

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

**SENDCO** – the special educational needs and disability co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

**SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

**SEN support** – special educational provision which meets the needs of pupils with SEN

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages

## Appendix 2: Diagrams from The Somerset Graduated Response Tool

