

# Special Education Needs and Disabilities Information Report



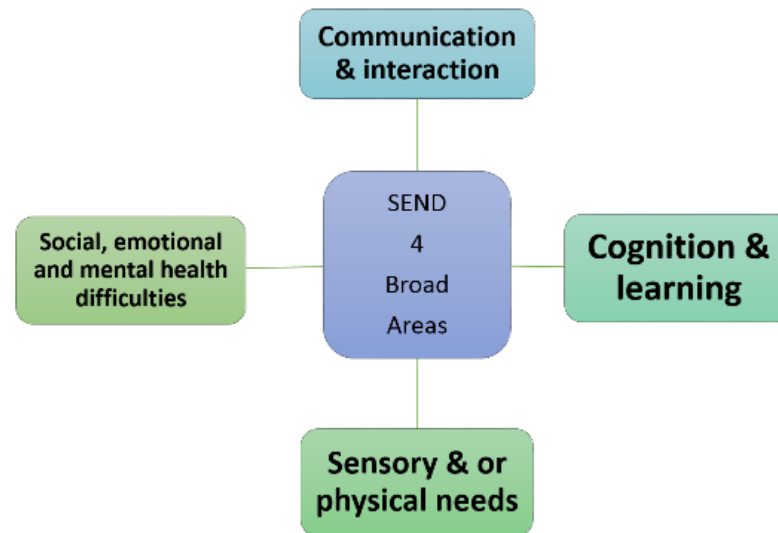
**“Diversity is a fact. Equity is a choice.  
Inclusion is an action. Belonging is an outcome.”**

**How does St. Mary’s Primary School support its pupils with Special Educational Needs and Disabilities?**

## Special Educational Needs and Disabilities definition

According to the Code of Practice 2015, a child or young person has SEN 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

There are four types of Special educational needs and disabilities (SEND), decided by the department for education:



If your child has SEND, then their needs will fit into one or more of these.

## Introduction

- At St Mary's we welcome everybody into our community. The staff, governors, pupils and parents work together to make St Mary's Primary School a happy, welcoming place where all children can achieve their highest potential and develop into resilient, courageous and independent individuals.
- We believe that equality of opportunity must be a reality for our children. We are committed to making this a reality through the attention we pay to our school family, providing a learning environment that enables all pupils to make progress and achieve their greatest potential in a caring, supportive and inclusive environment.
- Our SEND provision allows pupils with additional needs the opportunity to follow a curriculum specifically tailored to achieve personalised outcomes providing pupils self-confidence through their learning, enabling them to maximise their potential.



## At St Mary's Primary School, we aim to ensure that:

- Children with additional needs are able to access a broad, balanced and relevant curriculum as part of the whole school community.
- We identify and assess children with SEND as early and as thoroughly as possible using the revised Code of Practice (2015).
- Children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his/or potential.
- Parents/carers and children are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all children with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of available resources.
- 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.
- The school building is physically accessible to all pupils and staff.



## The Graduated Response in Somerset

Somerset's Graduated Response Tool sets out the barriers to learning that children and young people may have and the strategies and provision that could be in place to support them.

Somerset's Graduated Response Tool has been created to support all users to understand the Graduated Response to Special Educational Needs in the context of current legislation. The document makes it clear 'what to expect' in terms of what is provided and is written for parent carers, children and young people, school staff and those who provide services to families.

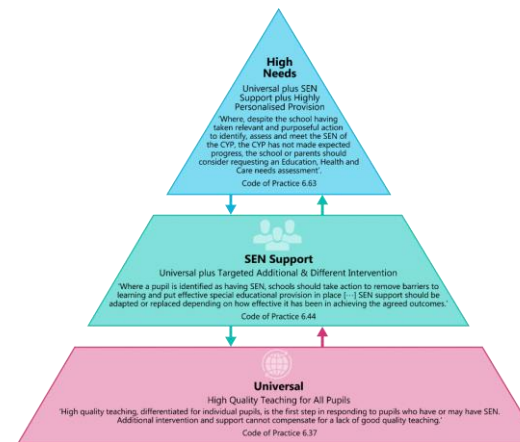
The tool sets out the provision that is ordinarily available in Somerset schools at both the Universal and Special Educational Needs (SEN) Support levels.



All children and young people (CYP) attending a mainstream school have an entitlement to access a minimum provision. The purpose of the Somerset response tool is to ensure every child and young person in a Somerset school receives the support they are entitled to. Most children and young people in Somerset will have their needs met within Universal support through high quality teaching. Some children and young people will require or need Special Educational Need (SEN) support at SEN Support level in addition to Universal support. The document sets out the ordinarily available provision in Somerset schools at both the Universal and SEN Support levels. To see more visit [Graduated Response Tool](#)

## How will the school support my child and their learning?

- Teachers and staff will seek to identify the need of the pupils with SEND through an Assess, Plan, Do Review cycle.
- Teachers will provide universal high-quality teaching. In line with the code of practice, the majority of the pupils will have their SEND needs met in class and will have access to a broad and balanced curriculum. All teachers are committed to reducing barriers to learning for pupils with SEND, by planning work which is appropriately differentiated and includes strategies from the graduated response tool.



- Teachers and staff monitor the progress of all pupils. Continuous monitoring of pupils with SEND by all teachers will help to ensure that they achieve their potential.
- Work in partnership with parents/carers to gain a more informed understanding of their child and involve them in all stages of their child's education. Parents are consulted during the writing of an Education and Health Care Plans (EHCPs), Annual reviews, SEND reviews, Early Help Assessments (EHAs) Support plans and School Entry Plans (SEP).
- Work with and seek appropriate support from outside agencies when the needs of the pupil can't be met by the school alone, for example speech and language therapists.

## What is Somerset's Local Offer

Information on the services available for children and young people with Special Educational Needs and/or Disabilities (SEND) aged between 0 to 25 and how to access them are detailed on the Somerset Local Offer website.

The information and services available in Somerset are for **all** children and young people with SEND. The local authority is responsible for, whether or not they have an Education, Health and Care Plan (EHCP), to help families to make the best decisions.



### [SEND Local Offer](#)

Somerset's Local Offer is also an important resource for professionals to support understanding of the range of services and provision for children and young people with SEND across the county.

## What provision does the school offer to support my child's needs?

Area	Universal	SEN Support	High Needs
<b>Cognition and Learning</b>	<b>Universal teaching strategies:</b> Somerset graduated response tool Differentiated curriculum planning and tasks Multi-sensory teaching methods Clear and simple instructions Visual aids, pre-teaching Metacognitive strategies used Executive functioning strategies used	Somerset graduated response tool Support plan 5-minute box Targeted maths and English interventions Precision teaching Daily reading Alternative forms of recording: iPad, talking tins Spelling detectives	External professional involvement Individualised timetable Sensory diet Nurture room used for delivery Provision and curriculum is highly specialised and personalised 1:1 support Learning support services Educational Psychologist support
<b>Communication and Interaction</b>	<b>Universal teaching strategies</b> Somerset graduated response tool Classroom routines to promote good listening Curriculum and learning environment structured and adapted Visual supports used to reinforce language ITS fact file sheets Sensory breaks Timers	Somerset graduated response tool Support plan Social skills groups, Now and next/ visual timetable Sensory support Learn to move programme Speech and language support Black sheep resources ITS resources	External professional involvement Individualised timetable Provision and curriculum is highly specialised and personalised 1:1 support Speech and Language therapist Occupational therapist support Autism and Communication advisor Outreach support Children with Disabilities Team
<b>Social and Emotional</b>	<b>Universal teaching strategies</b> Somerset graduated response tool Zones of regulation Inclusive learning environment, calm, free from visual clutter, consistent learning environment with clear expectations, with secure explicit boundaries Whole school behaviour policy.	Somerset graduated response tool Support plan ELSA Lego therapy PFSA support Social skills group Sensory group Circle of friends Young Somerset.	External professional involvement Educational psychologist Enrichment programme Individual behaviour plan specialist support from The Bridge School The Gift work pastoral support plan risk assessments Kinship Team Family Intervention Team Children's Social Care
<b>Physical and Sensory</b>	<b>Universal teaching strategies</b> Somerset graduated response tool Inclusive learning environment, calm, free from visual clutter, consistent learning environment with clear expectations, with secure explicit boundaries. Sound systems Radio aids Braille signs Sensory resources/ movement breaks	Somerset graduated response tool Support plan Learn to move programme Sensory programme followed ITS resources	External professional involvement PEEP plan PIMST Hearing Support services Vision Support Services Medical plan Use of specialist equipment for recording Sensory programme followed and record kept

St Mary's School provision map:

Area of need	<b>Universal</b> Quality First Teaching Differentiated Strategies/Delivery <b>(all teachers are teachers of SEND)</b>	<b>Universal +</b> Broken down provision offered to all if required <b>(Open to both SEN and non SEN)</b>	<b>SEN</b> Provision that is 'additional to and different from'	<b>High needs</b> External support requested Managed with the SENCo
<b>Cognition and Learning</b>	High quality teaching – Universal barriers record Differentiation – task, outcome, support, resources, place or pace. Focused objectives discussed in PPMs Coloured overlays Writing frames Chunked instructions Processing time Word mats Visual aids Concrete objects Task chunking Checklists/ lists Pre-teaching of vocabulary Alternative methods of recording Seating plan fluid but considered Daily reading Rising Stars/WRH Gap Analysis Additional differentiated home learning Additional individual teaching Additional TA support	Precision Teaching Colourful semantics ELS/ Phonic Intervention Spelling Detectives Maths Intervention? Numicon: Breaking Barriers? Pre teaching concepts Specialist assessment/testing Reading Intervention support Writing Intervention support Targeted use of I-pad/Apps TALC assessment and guidance followed 1:1 task support English support flow chart followed	Pupil passport Support plan SMART targets: intervention delivered. Individual Literacy Intervention (ILI)	Individual Timetable Bespoke planning EP Request/Support External professional request EY developmental journal SENITAS EHCP
<b>Communication and Interaction</b>	High quality teaching – Universal barriers record Visual timetable displayed Modelling Social stories Timers Sensory regulation resources used Chunked instructions/ chunked learning – movement breaks Focus breaks Processing time Pre-teaching of vocabulary Now and Next Task Board STC – visuals used Exit cards Reduced clutter/ Reduced language	TalkAbout intervention Individual workstation Now and next approach Social skills group Social stories SALT care plan Speech and language therapist Dark den/ Safe space	Pupil passport Support plan SMART targets: intervention delivered. Attention Autism Black sheep intervention TEACHH approach Individual social stories Individual visuals Individualised now and next	Autism Outreach team Referral/ Support SALT Request/Support CAOT CIAT EHCP
<b>Social, Emotional and Mental health</b>	High quality teaching – Universal barriers record Relationship policy adhered to/ethos. Meet and greet at start of day Seating plan considered for child Class rules/rewards followed Zones of regulation Positive praise/Support Time out table to support regulation Visual timetable displayed Peer mentors Parental Support Drop in sessions Attendance Support Lunchtime zones support unstructured times School Responsibility (Mini police, chaplains, class responsibility)	ELSA Draw and Talk Forest School Cooking Lego Therapy Regular parental contact Hidden chimp exercises Contact book Executive functioning top tips/ EPIC booklet followed Regular check ins Boxall assessment/ guidance PFSA Dark den/ Safe space Individual workstation Additional PE coach Trauma informed approach	Pupil passport Support plan SMART targets: intervention delivered. ADHD record sheets used Sensory Sand Therapy Individualised therapy	Allocation referral Alternative curriculum Positive Behaviour Plan Off-site Alternative Provision School dog MHST referral Family Intervention Service (EHA) ADHD team support PEEP/Risk Assessment EHCP Nurture room CAMHS
<b>Sensory and/or Physical</b>	High quality teaching – Universal barriers record Writing slopes Range of pencil grips/Pencils Finger exercises/Theraputty Differentiated handwriting practice Hearing/visual aids and equipment ADHD support resources (range) Planned class movement breaks Disco Dough (Foundation) Sensory regulation resources used	Learn to move intervention Integrated therapy fact file intervention Executive functioning top tips/ EPIC Cushion wedges etc OT Support/Care Plan Planned individual movement breaks Medical Plan Toileting plan	Pupil passport Support plan SMART targets: intervention delivered. Sensory processing intervention followed ADHD Records kept Sensory Sand Therapy ITS Fact file targets	Health Care Plan Toileting Support PEEP/Risk Assessment Visual team support SENITAS EHCP

## How will a child's progress be measured?

- As a school we measure children's progress in learning against national age-related expectations.
- Intervention progress will be measured and monitored.
- Class teachers will continually assess each child using a range of methods.
- Children who are not making expected progress are identified through termly pupil progress meetings. In these meetings a discussion will take place about pupils experiencing difficulties and further support can be given to aid their progress.
- Children that are working well below age-related expectation or making insufficient progress will have an SEN support plan to follow. These will be shared and reviewed with the parents and children termly.
- The SENCO, SLT and class teachers monitors the effectiveness of the provision made for children with SEND through continuous assessment, classroom observations, discussions as a team with SLT members, class teachers, parents and children and the analysis of class/whole school data.



## What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- The school/building/classroom entrances are staffed with adults who greet and welcome children and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for pastoral, medical and social care of every child in their class, therefore this is the first point of contact should you have any concerns regarding your child.
- At St Mary's, we have an Emotional Literacy Support Assistant (ELSA), a Parent and Family Support Advisor (PFSA) and we work closely with external support including the Mental Health Schools Team, the Educational Psychology Service and the Virtual Schools Team.
- Our Emotional Literacy Support Assistant and Parent and Family Support Advisor offer a dynamic, developmental approach to working with children that helps teachers to interpret their behaviour and address their emotional needs. They also offer advice to families needing support. This can be on-going support or short term for crisis moments.
- All children attend a term of outdoor forest school throughout the year at St Mary's Primary School. The sessions are carefully planned by a forest school coordinator.



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

- We have a policy regarding the administration and management of medicines on the school site.
- Parents can contact the school office if medication needs to be administered during the school day and appropriate forms will be completed and signed.
- If a child's health care needs are longer term, a medical or health plan will be put in place. This will be co-produced with health care professionals, parents, the administrator and the SENCO.
- Staff receive the relevant training regarding medical conditions and medication affecting individual children. This is so that staff can manage a medical situation, should it arise.
- If a child requires personal care, a Personal Care Plan will be put in place and staff will receive appropriate training to undertake this level of care.



### If your child is joining us from another school:

- The SENCO will undertake a pre-visit where appropriate and will talk to the previous school staff.
- Transition books of photos to support children can be supplied if necessary.
- If your child has involvement from external professionals, then a school entry planning meeting will be arranged prior to them starting school.

### If your Child is moving to another school:

- We will contact the SENCO of the new school and ensure that he/she knows about any special arrangements or support your child may need.
- Where possible, a planning meeting will take place with the SENCO from the new school.
- We will ensure that all records about your child are passed onto to the new school.

### Year 6 transitions:

- The SENCO will discuss specific needs of your child with the new SENCO of the child's secondary school.
- Where possible, your child will visit their new school on several occasions and in some cases staff from their existing school will attend with them.

### Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- Visit our website for more information on Special Educational Needs.
- Meetings with the SENCO (Mrs Gemma Barnett) or the PFSA (Mrs Tracey Porter) can be arranged if staff and parents feel this is appropriate.
- For more information on the Local Authority offer please visit the link below:  
<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>
- Somerset SENDIAS is an organisation that provides independent advice and support for families:  
Phone: 01823 355578 Email: [info@somerset.org.uk](mailto:info@somerset.org.uk)
- Somerset Parent Carer Forum is an independent group of parents/carers who joined together to share information, their views and experiences of children's/young person's services (0-25 years). If you would like to find out more about this organisation then please visit: <https://somersetparentcarerforum.org.uk/>  
Phone: 01278 699397

### Useful Websites:

Hearing impairment: <https://www.ndcs.org.uk/>

Autism: <https://www.autism.org.uk/>

NHS: <http://www.sompar.nhs.uk/what-we-do/children-and-young-people/parent-carer/>

Vision: <https://www.somersetsight.org.uk/>

Young Somerset: <https://www.youngsomerset.org.uk/>

Our school contact: Telephone: 01278 422691 Email: [office@stmarysbridgwater.co.uk](mailto:office@stmarysbridgwater.co.uk)

## What if I have a complaint about the provision made at St Mary's Primary School?

- Your feedback is always greatly appreciated. If you are satisfied or unsatisfied with the provision, put in place for your child at school, you are welcome to leave us a review or speak to a member of staff to provide us with your feedback.
- If you wish to discuss your child's progress, please contact your child's class teacher.
- If you require further guidance, then please speak to our school SENCO, Mrs Gemma Barnett, the Head Teacher, Mrs Morwenna Dunstan, or The SEND Governor, Mrs Hannah Read.



This report was co - produced on 10/12/24 and updated on 18/07/2025.