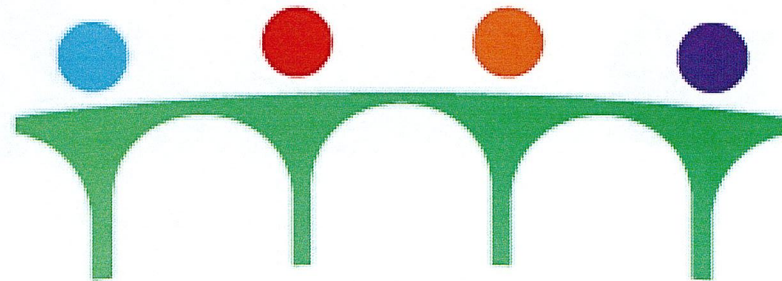


Special Educational Needs Information Report



Somerset Bridge Primary School

Aspire - Brave - Care - Collaborate

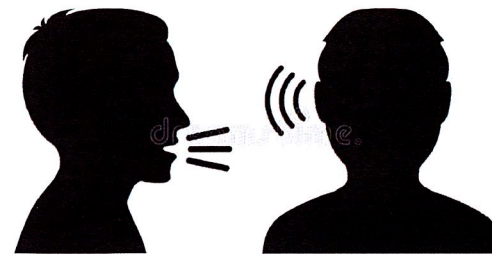
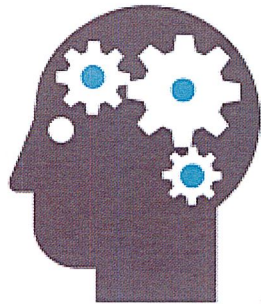
How we support children with Special Educational Needs and Disabilities

Types of Special Educational Needs and Disabilities

There are **four types of Special Educational Needs and Disabilities (SEND)**, decided by the department for education:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health (SEMH)
4. Sensory or physical (including medical)

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



Introduction

- At Somerset Bridge Primary School, Special Educational Needs (SEN) is a **whole school responsibility**, this includes the Governing Body, the school's Headteacher: Mr Kevin Bryant, the SENDCO: Mrs Isabel Turner, the SEND Governor: Miss Heather Moffat and all other members of staff.
- We welcome everybody into our community and strive to make the school accessible to all. We work together to make Somerset Bridge Primary School a happy, safe place, where children can achieve their full potential and develop as confident individuals.
- Pupils with additional needs follow a curriculum specifically tailored to develop life skills and build their self-confidence. It enables them to work independently and maximise their potential.



Special Educational Needs
& Disabilities

At Somerset Bridge Primary School, we aim to ensure that:

- Children with learning difficulties are able to access the curriculum.
- Children with SEND are educated alongside their peers so that they reach their full potential.
- We match levels of additional support and provision to individual learning difficulties.
- We identify and assess children with SEN as early as possible.
- We work closely with Parents/Carers of children with SEN.
- We seek support from outside agencies, where appropriate.
- We maintain up-to-date knowledge of current SEN good practice.
- We offer support and training to staff in the school.
- The school building is physically accessible to all pupils and staff.

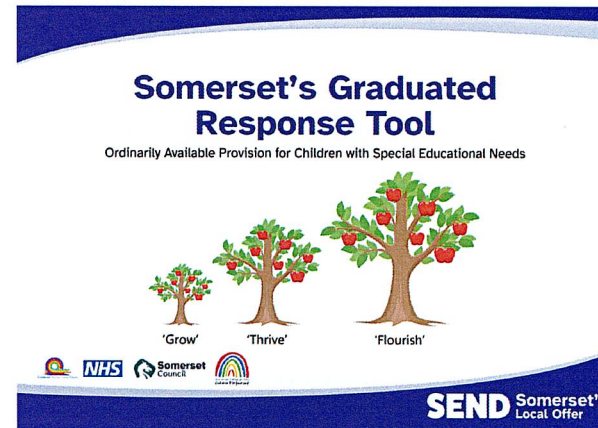
Somerset's Graduated Response Tool

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. There is also an Early Years version.

The tool sets out the provision that is ordinarily available in Somerset schools at both the Universal and Special Educational Needs (SEN) Support levels. Quality First Teaching underpins The Graduated Response Tool and all educational provision. You can learn more about what you expect from education in Somerset from:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response/>



How will the school support my child and their learning?

- **Teachers and staff will identify the needs of students with SEN** and put in appropriate support.
- **Teachers will provide Quality First Teaching** for all pupils. Teachers will work hard to remove barriers to learning for pupils with SEN by providing work at the appropriate level for the pupil. They will use recommended strategies and resources to help pupils with SEN. Teachers and support staff will receive appropriate training and the SENDCO will provide extra support or advice.
- **Teachers and staff monitor the progress of all students** to ensure they are able to reach their full potential. Pupils will be asked for their views about what sort of help they need, where appropriate.
- **We will work with parents/carers** to gain a better understanding of their child, including their child's needs and the best ways to support them in school. We will give advice to parents about SEN provision and procedures. Parents will be invited to meetings with teachers and the SENDCO.



- **We will seek appropriate support from outside agencies** when the needs of the student cannot be met by the school alone, for example, Speech and Language Therapists, Educational Psychologists and/or Occupational Therapists.
- **We will ensure that SEN pupils engage in school activities** alongside their peers.
- **We will create a school environment where pupils contribute to their own learning and develop independence.**
- **We will review a child's progress** at regular intervals This is done at parents' evenings for all children and meetings with the SENDCO for children with SEN. The impact and quality of the support will be measured and reviewed within the school.



The Graduated Response

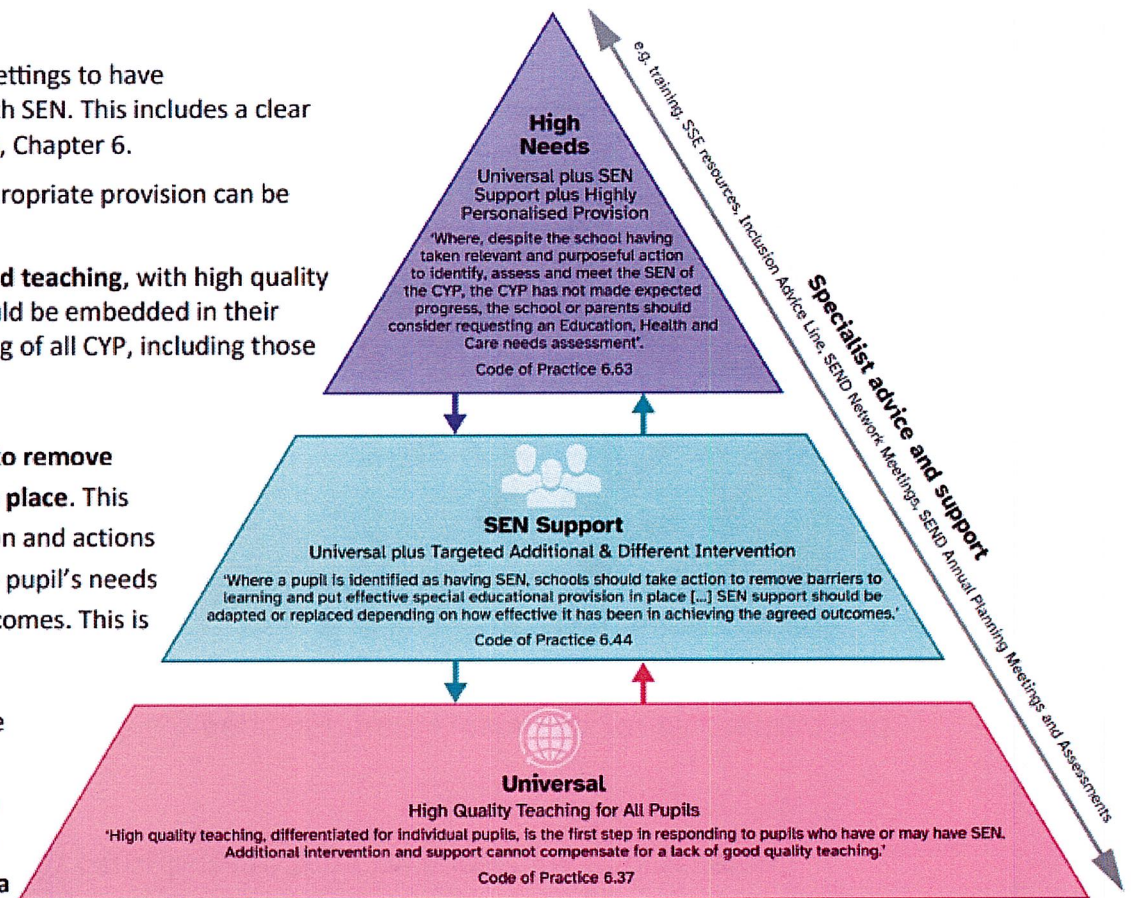
The SEND Code of Practice outlines the requirement for educational settings to have arrangements in place to support children and young people (CYP) with SEN. This includes a clear approach to identifying and responding to SEN. Code of Practice (CoP), Chapter 6.

The importance of **early identification** of the needs of CYP so that appropriate provision can be put in place at the earliest opportunity is central to the CoP.

Educational settings should offer an **inclusive approach to learning and teaching**, with high quality teaching which is differentiated for individual CYP. This approach should be embedded in their provision in all subject areas, and at all levels, and support the teaching of all CYP, including those with SEN as per the Teacher Standards 2021.

Where a pupil is identified as having SEN, schools **should take action to remove barriers to learning and put effective special educational provision in place**. This support should take the form of a four part cycle where earlier decision and actions are revisited, revised and refined with a growing understanding of the pupil's needs and what supports them to make good progress and secure good outcomes. This is known as the graduated response, (CoP 6.44).

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's needs, the **school should consider involving specialists**, which they can do **at any point** to advise them on **identification of SEN and effective support and interventions**. A school should always involve a **specialist when a pupil continues to make little or no progress** or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence based SEN support delivered by appropriately trained staff. The pupil's parents should always be involved in the decision to involve specialists, (CoP 6.59).



For most children or young people where there is a concern, the school should work through a **graduated response** 'to ensure the relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person has been taken.' (CoP 9.14) and as per the Code of Practice 6.44. 'In a very small minority of cases of children or young people may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure.' (CoP 9.3)

How does school meet the needs of a child with SEN?

Somerset Bridge Primary School uses a 'graduated response' of Assess, Plan, Do and Review (APDR) to meet the needs of SEN Children:

Universal: High quality teaching for all			
Assess: Teacher is concerned about a child who is not making progress			
EYFS / KS1/KS2			
<ul style="list-style-type: none"> ➤ Complete reading comprehension or vocabulary assessment ➤ SENDCO observation in class 		<ul style="list-style-type: none"> ➤ Discuss in Pupil Progress Meeting (PPM) to identify area of concern. ➤ SENCO recommendations given 	
Plan/Do: Interventions are then put in place, alongside quality first teaching:			
Cognition & Learning:	Communication & Interaction	Social, Emotional & Mental Health	Sensory and/or physical needs
<ul style="list-style-type: none"> -Differentiated work -Interventions run by TA -Literacy interventions, such as: CODE, Lightning Squad -Maths Interventions -Numicon intervention -Individual Learning Plans -Memory Magic Intervention -Pre-teaching 	<ul style="list-style-type: none"> -Talkabout intervention -Talk Boost intervention -Friendship groups -Circle of Friends SCERTS/ visuals/ STC 	<ul style="list-style-type: none"> -LEGO Therapy -Individual Behaviour Plans -Family Support Worker involvement -Individual Learning Plans -Gardening club -Mental Health Support Team -Learning Mentor/ELSA 	<ul style="list-style-type: none"> -Learn to Move intervention -Integrated Therapy Services recommendations -SEND sensory room -Equipment e.g. ear defenders, weighted jacket -Forest School

Review: Pre & Post data taken and reviewed at next Pupil Progress Meeting:

- If intervention is effective, look at exit strategy to continue progression
- If progression is poor, teachers try to understand why e.g. poor attendance? Lack of engagement of child? Are lessons/interventions accessible?
- It might be that the child's initial difficulties were not fully understood. Intervention may need to be adjusted.

Plan new programme:

- If no progress has been made, look at other reasons e.g. summer born, moved schools frequently, Child Protection concerns or additional needs etc.

SEN Support/ High Needs: Assessments/Strategies carried out by SENDCO or referral to outside agencies. Child added to SEN register.

SENDCO Assessments/Strategies	Outside Agencies
<ul style="list-style-type: none">➤ Dyslexia Portfolio➤ BOXALL➤ YARC➤ TALC (Language comprehension)➤ Sandwell Maths Assessment➤ Sensory checklist & strategies➤ Universally speaking checklist➤ Social Stories/comic strip conversations➤ 1:1 Support➤ Specific CYPTS strategies➤ 1:1 ELSA Support	<ul style="list-style-type: none">➤ Speech & Language Therapy➤ Autism & Communication Service➤ Educational Psychology Service➤ Paediatrician➤ Hearing/Vision Support➤ Access to Inclusion Team➤ CAMHS➤ Children and Young People's Therapy Service (CYPTS)➤ Thrive assessment➤ Outreach from specialist provisions e.g. Polden Bower

How will you measure my child's progress?

- As a school we measure children's progress in learning against national age-related expectations.
- The class teacher continually assesses each child and notes areas where further support is needed. We track children's progress, from Reception through to Year 6, in various ways.
- Children who are not making expected progress are identified through the termly Pupil Progress Meetings. For pupils who are struggling, further support can be given to aid their progress.
- The SENDCO monitors the effectiveness of the provision made for children with SEN.



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

- Every morning, children are met by classroom staff at the door and given the opportunity to go to 'Rise and Shine' breakfast club or have some breakfast in their classroom.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this is the first point of contact. If further support is required, the class teacher works with the SENCO, pastoral staff and sometimes outside agencies, such as Health and Social Services.
- At Somerset Bridge Primary School, our pastoral team support children with social and emotional needs. Referrals are made by the class teacher, in discussions with the pastoral team and SENDCO.
- The pastoral team works closely with the SENDCO and the Designated Safeguard Lead (DSL).
- Our Family Support Worker (FSW), Learning Mentor (LM) and our Safeguarding Officer (SO), offer support to children and their families who may be experiencing difficulties. This can be long or short term support.

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 need to contact the school office if medication needs to be taken during the school day and forms will need to be completed.
- If a child's health care needs are longer term, an Individual Health Care Plan will need to be put in place. This will be done by health care professionals, parents and the SENDCO.
- Some staff receive regular first aid training so that they can manage a medical situation should the need arise. Specific training, such as for epilepsy and diabetes, will be given to individual staff, when needed.
- If a child requires intimate personal care, an Intimate Care Plan will be in place and staff will have undergone the appropriate training to undertake this level of care.



If your child is joining us from another school:

- The SENDCO will contact the previous school, where appropriate.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the SENDCO of the new school to let them know of any special arrangements or support that needs to be made for your child.
- Where possible, a meeting will take place with the SENDCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

Year 6 transitions:

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

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

- Your child's class teacher is the first point of contact to share your concerns.

You could also arrange to meet with the SENDCO (Mrs Isabel Turner) through the school office:

Phone: 01278 422100 Email: office@somersetbridge.school

- Visit our website for more information on Special Educational Needs.
- Somerset SENDIAS is an organisation that provides independent advice and support for families:

Phone: 01823 355578 email: info@somersetsend.org.uk

- 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 Parent Carer Forum is an independent group of parents/carers who have joined together to share information, their views and experiences of the children's/young person's services (0-25 years) they already use or would like to use in the future. Phone: 01458 259384/ 07543 680365 or visit:

<https://somersetparentcarerforum.org.uk/>



Useful websites:

Autism: www.autism.org.uk

Vision Impairment: www.somersetsight.org.uk www.rnib.org.uk

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

Sleep issues: www.cerebra.org.uk

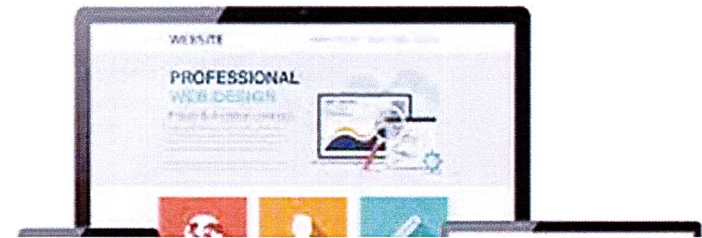
SENDIAS: www.somersetsend.org.uk

Children's Autism Outreach Team: <https://www.somerset.gov.uk/send/childrens-autism-outreach-team-caot/>

From 1 April 2026 Children's Autism Outreach Team (CAOT) as a separate team no longer exists in its current form. Workers have become Transition Workers in the new **Virtual School**.

Virtual School: <https://www.somerset.gov.uk/send/virtual-school/>

Somerset Council's Local Offer: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>



Glossary of Terms:

A2I Access to Inclusion team
ACS Autism and Communication Service
APDR Assess, Plan, Do and Review
BPVS British Picture Vocabulary Scale
CAMHS Child and Adolescent Mental Health Service
CP Child Protection
CYPTS Children and Young People's Therapy Service
EAL English as an Additional Language
EHCP Education, Health and Care Plan
ELSA Emotional Literacy Support Assistant
EYFS Early Years Foundation Stage (birth to 5 years old)
FSW Family Support Worker
IBP Individual Behaviour Plan
IHCP Individual Health Care Plan
ILP Individual Learning Plan
LA Local Authority
LAC Looked After Child
LST Learning Support Team
PPMs Pupil Progress Meeting
SEMH Social, Emotional and Mental Health
SEND Special Educational Needs and Disabilities
SENDCO Special Educational Needs and Disabilities Coordinator
STC Somerset Total Communication
TALC Test of Abstract Language Comprehension
YARC York Assessment of Reading Comprehension

What if I have a complaint about the provision made at Somerset Bridge?

- If you are not satisfied with the provision put in place for your child at school or feel they are not making adequate progress, please speak to your child's class teacher first.
- If you are still not satisfied, please speak to our school SENDCO, Mrs Isabel Turner. You may also request to meet with the Head Teacher or the SEN Governor.



This report was co-produced by the SENDCO and parents in March 2023 and co-reviewed in March 2025 by Somerset Parent Carer Forum and parents.

To be reviewed March 2027.

Signed: Isabel Turner.