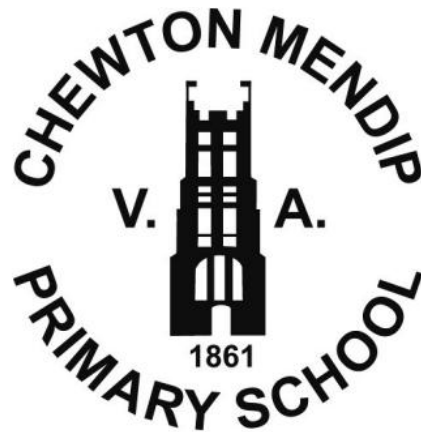


Chewton Mendip Church of England
Voluntary Aided Primary School



SEND Policy and Information Report

Updated by:	Sarah Dalwood, SENDCo	Date: July 2025
Approved by:	Board of Governors	
Next review due by:	July 2026	

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1. Aims

“The seed fell into good ground and grew up increasing and yielding thirty, sixty and a hundred times as much” Mark 4:8 (Parable of the Sower)

We strive to be that ‘good ground’ where our children can grow in knowledge, skills and wisdom, with hope, aspiration, dignity and respect. Our ambition is that they can thrive and contribute to their communities and live well together. We embrace the Church of England’s vision for education that all children will have “life in all its fullness” (John 10:10).

At Chewton Mendip CEVA Primary School we value all children and intend to meet the needs of all learners through inclusive provision and approaches to teaching and learning that recognise the diverse range of learners in our school. We believe all children should be supported in appropriate ways to meet their learning and emotional needs, building on their existing achievements to ensure future success.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEND and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for Education, Health and Care Plans (EHCPs), SEND co-ordinators (SENDCos) and the SEND information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Special Educational Needs & Disabilities Co-ordinator (SENDCo)

The SENDCo is Sarah Dalwood.

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs);
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, including the local authority (LA) and its support services;
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching;

- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision;
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs (recognising that some children will have needs that fall into more than one category), including:

- **Communication and interaction**
(for example, autistic spectrum disorder, speech and language difficulties)
- **Cognition and learning**
(for example, dyslexia, dyscalculia)
- **Social, emotional and mental health**
(for example, insecure attachment, anxiety, obsessive compulsive disorder)
- **Sensory and/or physical**
(for example, visual impairments, hearing impairments, epilepsy, cerebral palsy)

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular termly assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND, as there could be other reasons (for example, poor attendance, frequent school moves, etc).

Following termly assessments, pupil progress meetings are held between class teachers and the SENDCo to discuss next steps.

On occasions, children's needs are such that a teacher will raise a concern with the SENDCo prior to a pupil progress meeting and the SENDCo will meet the teacher and, where necessary, observe the child.

Parents/carers can also raise concerns with the child's class teacher in the first instance which can then be referred on to the SENDCo if necessary.

Teachers and the SENDCo will use the Somerset Graduated Response Tool, available at <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/> and/or the school's Continuum of Provision documents to help identify barriers to learning, the current level of need and what strategies can be put in place to support.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where a child has significant additional needs which require more specialised, ongoing and individualised support, parents or the school may apply to the local authority for an Educational Health and Care Plan (EHCP).

5.3 Consulting and involving parents and pupils

Parents

In order to support children effectively, a strong relationship between the school and parents/carers is vital. The school will:

- Inform parents when a concern has been raised about a child either in person, by telephone or email;
- Ensure everyone develops a good understanding of the pupil's areas of strength and difficulty;
- Request and take into account the parents' views;
- Keep parents/carers informed of the outcomes of any diagnostic screeners or assessments (to help us understand more about a child's particular barriers/difficulties);
- Where helpful, ask parents/carers to complete relevant checklists to gain a wider view;
- Ensure everyone understands the agreed outcomes sought for the child and is clear about next steps;
- Keep parents/carers informed of planned interventions and the outcomes of these;
- Meet with parents/carers of children at the SEND Support and High Needs levels at least three times per year, involving them in One Page Profile/Individual Learning Plan production and review;
- Hold annual review meetings with the parents of children at High Needs Support level - including children with Educational Healthcare Plans (EHCPs);
- Operate an 'open door' policy where parents can make an appointment to meet with the class teacher and SENDCo when they have concerns.

Pupils

In order to ensure an inclusive and child-centred approach, where pupils feel valued and heard, the school will:

- Carefully consider the timings of any interventions so that the child doesn't regularly miss out on activities they enjoy;
- Ensure that children are aware of their strengths and understand that all people have areas of difficulty;
- Explain the purpose of any one-to-one/group interventions positively to the child to minimise any concerns;
- Involve children at SEND Support level and above in the production of their own 'Learning Passports' and 'Individual Learning Plans' so that teachers and support staff know what is important to the pupils and how they like to be supported;
- Involve children at SEND Support level and above in the planning of their own review meetings so that their feelings and opinions can be heard and carefully considered;
- Invite children at SEND Support level and above to attend part of their own review meetings to ensure that they can share their successes and aspirations for the future.

5.4 Assessing and reviewing pupils' progress towards outcomes

In addition to the termly assessment cycle of all children in the school, children with SEND often require a 'smaller steps' graduated approach and are monitored using an Individual Learning Plan document which breaks down as follows:

- 'Assess' section - clearly sets out the observations of where the child is currently operating;
- 'Plan' section - the related desired outcomes/targets;
- 'Do' section - the strategies/interventions to be put in place to support achieving the targets;
- 'Review' section - evaluates success and identifies next steps.

These documents are shared with the parents/carers and the child when appropriate, 3 times a year so that we can work together to support the child to achieve the desired outcomes and so that successes can be recognised and celebrated.

Children who are at the High Needs level with EHCPs are planned for using the agreed desired outcomes from the EHCP document. These are often broad, longer-term goals so we identify related, smaller, SMART (specific, measurable, achievable, realistic, timely) targets and follow the same cycle as described above. These children have annual review meetings which assess progress across the year and provide an opportunity to update recorded strengths and needs and set new desired outcomes.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Transitions at all levels are well managed and enhanced if necessary. The school:

- Provide children with many opportunities to visit next schools throughout their junior years in a range of activities such as sports afternoons, science workshops and maths challenge days;
- Have good channels of communication with SENDCos at all transition schools, including pre-school and secondary levels. Where necessary, School Entry Plan meetings are undertaken with nurseries and additional meetings as necessary with secondary schools;
- Share information and paperwork securely with the school the pupil is moving to so that the setting is clear about strengths, needs and provision required;
- With internal transitions, ensure good levels of communication between class teachers and teaching assistants in advance of transfer, and organise for children who require it to have additional visits in the term leading up to transition;
- When children are particularly anxious about transition, timetable additional transition support activities where we may make transition books or posters with the children, in which we include photographs of new teaching staff and classrooms.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class and high-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils where necessary.

The school follows the 'graduated approach' to teaching children with SEND. This means that all children will receive inclusive 'universal' quality first teaching in class. Within this, necessary adaptations will be provided and a range of relevant resources made available for children with SEND. For example, coloured backgrounds and dyslexia-friendly font on interactive whiteboard presentations, key word spelling mats, maths manipulatives and number facts mats or feelings fans/charts so that children can share their emotions visually. Ideally, these resources will be available to all children to ensure inclusivity, but children with SEND will be particularly encouraged to use them.

Where a child continues to have difficulties despite the inclusive strategies, they may be identified to be part of a small group intervention where particular skills are focused on more intensely. This might be a phonics catch-up group, maths booster or social skills group.

If a child still displays difficulties over and above that of his or her peers, they may be offered a one-to-one intervention programme uniquely tailored to their needs. For example, this might be the Individualised Literacy Intervention (ILI), Precision Teaching (for literacy or maths skills) or Emotional Literacy Support (ELSA). All of these interventions are closely monitored and reviewed for effectiveness and parents/carers informed of outcomes by email, letter or in person.

5.7 Adaptations to the curriculum and learning environment

Reasonable adaptations have been made within the physical limitations of the premises and alterations are made to reflect the needs of our individual children. Additional changes are continuously made in response to our changing pupil population. Please see the school's Accessibility Plan for additional detail.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Expertise and training of staff

The school has an ongoing cycle of Continuing Professional Development (CPD) opportunities for teaching and support staff relating to SEND. We have a small team of Teaching Assistants (TAs) who are trained to give social and emotional support using interventions such as 'Lego Therapy', 'Talkabout' and 'ELSA' (Emotional Literacy Support Assistant), the latter of which requires ongoing supervision sessions with an Educational Psychologist (EP) to stay up-to-date.

We also have staff trained in a range of approaches to support children with autism and ADHD, as well as speech, language and communication interventions. Additionally, staff are trained in a range of academic support interventions.

Teachers and TAs alike attend regular training courses provided by our Somerset Local Authority EP on topics such as developing resilience and creating social stories with children. The Somerset Inclusive Curriculum and Teaching Team offer some in-person twilight training and online webinars. We also take advantage of outreach training support from specialist schools such as the Mendip School and the Tor School (Pupil Referral Unit).

The SENDCo has ten years experience in this role in addition to twelve years of primary teaching, and currently works two days a week to manage SEND provision. She passed the post-graduate National Award for SEND Co-ordination and attends regular training courses, along with termly SENDCo network meetings where colleagues share good practice and expertise. She is a trained 'Tuning into Teens' practitioner and has a particular interest in 'Emotion Coaching' and children's mental health and wellbeing. She has recently completed 'Senior Mental Health Lead' training and leads the schools 'Wellbeing Action Group'. She is currently training with Bath Spa University to become a specialist dyslexia teacher and assessor.

5.9 Evaluating the effectiveness of SEND provision

As part of the 'Assess Plan Do Review' process, an assessment of a child's current attainment in the relevant area is made at the beginning of any intervention and they are re-assessed at the end to identify successes and next steps. The SENDCo meets with the delivering TA and class teacher to discuss how things have gone and whether the intervention has been effective, a successive cycle needs to be delivered or a different approach tried.

Children at SEND Support and High Needs levels have Learning Passports and Individual Learning Plans, which are reviewed three times a year. A measure of successful provision can be made where desired SMART outcomes/targets are met. Unmet outcomes provide an opportunity to re-assess needs and provision and to amend goals appropriately.

Annual reviews are an opportunity to assess longer-term outcomes and to discuss the effectiveness of provision.

TAs are observed delivering interventions annually and learning walks are undertaken by the SENDCo, Headteacher and/or SEND governor to monitor the use of strategies for SEND children as part of high-quality first teaching in the classroom. Pupil questionnaires are also used.

5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We expect and encourage all children to participate in all school activities, including after-school clubs, trips, performances, sports days, residential stays, etc. Where children have additional needs, we make reasonable adaptations and provide additional support to enable them to take part to the level they are able to/are comfortable with. We pay careful consideration to their needs and the associated risks to both the children with SEND and the others participating. Where necessary, personal risk assessments are produced to carefully consider possible hazards and put measures in place to minimise risk.

5.11 Support for improving emotional and social development

At Chewton Mendip CEVA Primary School we are very aware that emotional and social wellbeing is vital for all our pupils and underpins all learning. We embrace the Church of England's vision for education that all children will have a 'life in all its fullness'. As such, kindness and understanding are very much a part of everyday expectations and are often a focus of whole-school assemblies and worship.

We also follow a very comprehensive personal, social and health education (PSHE) scheme of work through 'Kapow' (online curriculum resource provider) which is taught weekly in all classes and builds the previous year's learning.

We have established a 'Wellbeing Action Group', which is led by the SENDCo, and includes pupil 'Wellbeing Champions' from Years 1-6, including children with SEND.

Where we see, or hear from parents/carers, that children would benefit from additional support with social development we organise appropriate group interventions such as 'Talkabout', 'Circle of Friends' or 'Social Detectives'. If children need more individualised support with managing their emotions and building self-esteem we have two TAs trained as Emotional Literacy Support Assistants (ELSAs) who can tailor blocks of one-to-one support sessions for these pupils.

5.12 Working with other agencies

There are occasions when we need to consult specialist services to help us support children with SEND. This may be because they have specific needs that require additional professional support or that despite at least two cycles of 'Assess Plan Do Review' they are not making the expected progress.

We are able to refer children to NHS services such as Occupational Therapy and Physiotherapy, Sensory Support teams, School Nurses and the Child and Adolescent Mental Health (CAMHS) service. The school buys in support from the BATHNES Speech & Language Inclusion Partnership (SLIP) service so that a therapist can work in school with children and staff for one morning per term.

We can also access support from the Somerset Local Authority's Educational Psychology, Virtual School and Inclusive Curriculum and Teaching teams. Additionally the Mendip School and Tor School (PRU) offer outreach support when needed.

Where parents are also in need of help we can request support from the Parent Family Support Advisor (PFSA) and give them contact details of organisations such as Special Educational Needs and Disability Information, Advice and Support (SENDIAS) as well as a range of relevant charity information. For Children Looked After (CLA) we can also request support from the Virtual School and Social Care.

5.13 Complaints about SEND provision

If parents/carers are unhappy with the provision made for their child's SEND, they should in the first instance contact the school SENDCo or Headteacher. If they are still not satisfied they can contact the SEND governor, Alison Schneider. SENDIAS (see details below) can also be contacted for support. If they are still not happy with the outcome of this, they should follow the school's Complaints Procedure, which can be found on the website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.14 Contact details of support services for parents of pupils with SEND

Special Educational Needs and Disability Information, Advice and Support (SENDIAS) – offering children and their parents/carers information, support and advice about SEND: <https://somersetSEND.org.uk/>

Somerset Parent Carers Forum – a steering group who can put forward parents' concerns and issues to relevant key policy makers and service providers.: <https://somersetparentcarerforum.org.uk/>

5.15 Contact details for raising concerns

The school SENDCo is Sarah Dalwood.

The Headteacher is Clare Duggan.

The SEND Governor is Alison Schneider.

They can all be contacted via the school office by emailing: office@chewtonmendipschool.org.uk or by telephoning the office on 01761 241 465.

5.16 The local authority local offer

Our contribution to the local offer is: <https://www.somerset.gov.uk/schools/chewton-mendip-cofe-va-primary-school/>

Our local authority's local offer is published here: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Admissions policy
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy