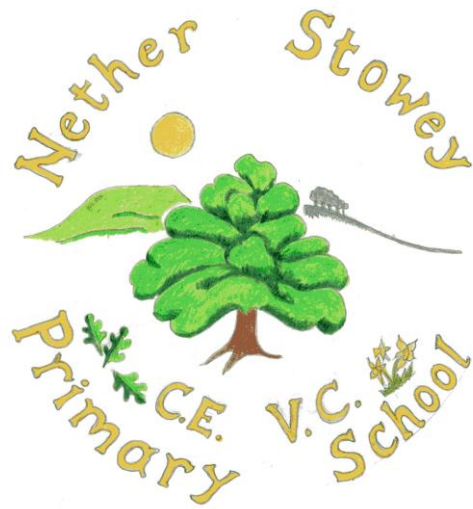




Nether Stowey CE VC Primary School

SEND Information Report

Approved on behalf on the Governing Body:
(Chair of Governors)

A handwritten signature in black ink, appearing to be 'P. G. 2025'.

Approved on behalf on the School:
(Head Teacher)

A handwritten signature in black ink, appearing to be 'C. Holt'.

Review Date: September 2025

Special Educational Needs and Disabilities Information Report

Local offer statement:-

All Somerset maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

This School Offer for Nether Stowey CE Primary School has been written in collaboration between the senior leadership team, SENCo, class teachers, teaching assistants, SEND governor, parents and children.

Our vision



Nether Stowey Church of England Primary School

inspires a love of learning in all of us with

Christian values at our heart.

**Our school community is a safe, caring friendly place where
everyone is welcome.**

**We give all children and staff the opportunity and encouragement
to aim high and develop their strengths and interests.**

**We strive to understand, respect and value each other, our school,
our community and the world we live in.**

Nether Stowey Church of England Primary School values are:

Thankfulness, Fellowship, Endurance, Peace, Trust & Charity

A. How does the school know if a child needs extra help and what should I do if I think that my child may have Special Educational Needs (SEN)?

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs (SEN)?	In the first instance you should raise your concerns with your child's class teacher. You can also contact Mr Luke, the school SENCo (Special Educational Needs Coordinator) who works Mon-Fri, via the school office. A designated SENCo afternoon is usually Thursday.
What kinds of Special Educational Needs and Disabilities are catered for at Nether Stowey Primary School?	We are a fully inclusive school who will cater for the needs of all children wishing to attend regardless of needs or impairments. Full details of our support for children with SEN can be found in our SEN and Inclusion Policy:
How do you identify children with SEN?	• Transfer documents/conversations with previous staff. • Listening to children talk about their needs. • Observations of children interacting, behaviour and of differences in ability to access certain subjects. • Discussion within year group teams and with the SENCo. • Through discussion with parents and children. • By tracking the attainment and progress of all children within the school and highlighting those who are not achieving expected levels. • Through on-going assessments of children's work. • Through professional judgment.
How will I be able to raise any concerns I may have?	We have an open door policy at Nether Stowey Primary School and so you can always speak to the class teacher at the end of the school day about concerns that you may have. You can also ring the office to arrange an after school meeting with your child's teacher or Mr Luke, the SENCo.
Will the school let me know any concerns about my child's learning?	Your child's teacher will ask to speak to you about any concerns that they may have, to gain a history and your own insight into your child's learning needs.
Who should I contact if I would like a visit?	Contact the school office on 01278 732508 to arrange a visit to the school.
What support do you have for me as a parent of a child with a SEN?	The class teacher and SENCo will give you support and advice on how best you can support your child and the school also has access to a range of specialists to whom you can be referred to get extra specialist support.

B. How will school staff support my child?

Somerset Graduated Response Tool

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 four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place.

You can learn more about the Somerset Graduated Response at: [Somerset's SEND Local Offer](#)

Who will oversee and plan their education support?	The teachers work with the school SENCo to build a plan of support for each individual child, on the SEN register, based on their needs.
Which professionals might be working with my child and what are their roles?	Your child will spend most of their time in class working with their teacher or the class TA (Teaching Assistant). They will support your child's learning and ensure that their needs are being provided for. In addition we have TAs within the school that also have different specialisms (speech and language, phonics etc) and may be called upon to work with your child. You will be informed if this is going to happen.
Who will explain this to me?	Your child's class teacher will explain the support that they are receiving.
How are the school governors involved and what are their responsibilities?	We have 1 SEN governor, Ann Scourfield, who regularly liaises with the SENCo about provision, ensuring the policy is current and being adhered to.
What are the school's approaches to differentiation?	• Learning is pitched across the range of children's abilities and interests, from special needs to high ability, using Quality First Teaching. • Differentiation is embedded in our planning so that each lesson caters towards the different learning needs of pupils. • We use TA support, pre-learning (introducing new vocabulary and key concepts before it is taught in class) and multi-sensory learning methods (using visual prompts, handling of objects/artefacts, songs/music, etc) to ensure that all learning styles are incorporated. • All children are expected to participate in learning that is appropriate them. Therefore the class teacher carefully plans lessons based on the needs of all pupils. Teachers ensure they are aware of barriers to learning and provide experiences to enhance the curriculum. Children are encouraged to record and demonstrate their learning in different ways and therefore will not always be recording in books. Lessons are planned to be inclusive so every pupil has access to learning.
How will that help my child?	All individuals are considered and catered for through a curriculum that is personalised and

	pitched at the appropriate level. This allows access to learning in all subjects for all children. We believe that the right levels of challenge lead to success, which in turn leads to progress. Children are included in the learning process and therefore may work independently, in groups or as a whole class.
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C. How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss his/her progress with staff and what opportunities will there be for regular contact about things that have happened at school?	• We have an open door policy where we encourage parents to come and discuss their child with the class teacher whenever they feel the need. • All children have reading log books where parents can make comments • Children with high levels of need will have an Annual Review meeting held each year which is attended by parents, teachers, SENCo and any other involved specialists. • Meetings can be requested with the class teacher or SENCo at any time. • Children's books are available for parents to look at during parents' evenings and during other special events when parents are invited in.
How does the school know how well my child is doing?	• There is an on-going dialogue between teachers, teaching assistants and the SENCo about the progress of all children. • Pupil Progress Meetings and Intervention Reviews are held termly where teachers discuss the progress of children within their class with the Head Teacher. • The senior leadership team within the school monitor teaching and learning throughout the year. • We hold on-going assessments of English, mathematics and phonics; progress is tracked at the end of each half term. • In the Foundation Stage classes there are daily observations and progress is continually tracked on Early Years Foundation Stage Profile. • We pre-assess children before a subject/topic is studied to see what knowledge they already have and then post-assess after the teaching is finished to see what has been learnt.
How will I know what progress my child is making?	We hold parents' evenings in the autumn and summer terms, and send out progress and attainment reports in the spring term. Parents' evening also gives the opportunity for book-sharing, allowing parents to see progress.
How and when will I be involved in planning my child's education?	If your child has a high level of special educational need then you will be invited to an Annual Review meeting each year where you can be involved in planning targets for your child.
Do you offer any parent training or learning events?	• Termly curriculum newsletters detail what is planned for the coming term. This includes any requests for help.

	• In the past we have held a variety of curriculum evenings where teachers have demonstrated how English, maths and phonics are taught within school and can be supported at home. • We also hold regular class open events where parents can come and look around the classroom and hear about the children's work. • We hold specific assemblies to which parents are invited, eg. Online safety. • We have a Calculation Policy to enable parents to see how we teach different areas of mathematics. • Parents are made aware of any training, either within school or run by local agencies.
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D. What support will there be for my child's overall wellbeing?

What is the pastoral, medical and social support available in the school for children with SEN and disabilities?	• We have a number of First Aid trained teaching assistants and lunchtime supervisors. • We use forest school provision to support children who find unstructured times (lunchtime) difficult. • Teachers carry out assessments to help identify strengths and difficulties with the emotional and social development (BOXALL and Talkabout). Appropriate provision and outcomes can be planned to support the needs of individuals. • The PSHE (Personal, Social, Health and Economic education) curriculum is continually adapting to meet the needs of individuals. Objectives are carefully planned for and taught with current class needs in mind. We use SCARF for a consistent whole school approach.
How does the school manage the administration of medicines.	• The school follows local authority advice on the administration of medicines in school. The school policy for this is available. • Individual plans for personal care are developed in collaboration with parents, school staff and outside agencies.
What support is there for behaviour, avoiding exclusions and increasing attendance?	• We have close recording and monitoring of behaviour with clear sanctions, and rewards for good behaviour. Where necessary meetings with parents are arranged to create a partnership between home and school. • The behaviour policy has been written with pupil voice using a fair and balanced approach with our values and the three school rules in mind; Be Ready, Be Respectful and Be Safe.
How will my child be able to contribute his or her views?	The pupils are at the centre of all the work we do in school and are always encouraged to participate in the development of their own support programmes where possible. Children with high levels of need are invited to Annual Reviews to discuss provision and progress. The SENCo holds meetings with children on the SEN register to gather their opinions on

	provision and support. We encourage children to give us 'the child's eye view' of the school.
How will the school support my child to do this?	We have an active school council and there are class representatives from each class who attend meetings. Targets and provision are discussed with each child to ensure they are aware of their next steps in learning.

E. What specialist services and expertise are available at or accessed by the school?

What other services does the school access, including health, therapy and social care services?	As a school we have access to a number of support services to whom we can refer children if necessary: The Ethnic Minority Achievement Service (EMAS). Can offer assessment and teaching for children and young people learning English as an Additional Language (EAL), advice and support for school leaders, teachers and teaching assistants. The service run training courses to help develop expertise within schools and it has a resource library from which schools can borrow dual language books, bilingual dictionaries and cultural diversity book packs. Learning Support Team. All schools have key identified professionals who are employed by the LA and are linked to specific schools. They provide support and advice for pupils with learning difficulties, and also support for SENCOs and schools in terms of developing SEN systems and practice. Integrated Therapy Service (ITS). https://www.somersetft.nhs.uk/children-and-young-peoples-therapy-service/ Children and Young People specialist service (previously SPOT Sensory, Physical and Occupational Therapy service). Are a specialist team who work with children with a range of physical or medical conditions e.g. cerebral palsy, muscular dystrophy, cancer, epilepsy and diabetes or more temporary conditions e.g. those recovering from operations and accidents. They offer assessments, training and advice to schools and pre-schools to ensure that children are fully included in all aspects of school life. Educational Psychologist (EP). The Educational Psychology Service works with schools to support children and young people's learning, social, emotional and general development. They work closely with teachers, parents and other professionals to ensure a joined up approach is established, and work together to
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	identify ways to support these children and young people in school. They can be accessed through the school SENCo. Parent and Family Support Advisor (PFSA). Give advice and support for parents, carers and young people around issues and situations affecting school attendance, emotional well-being, behaviour and family advice. Referrals can be made through the SENCo or Head Teacher. As a school we also liaise closely with Health and Social Care services as well as voluntary organisations to ensure we meet the needs of pupils with SEN and to support their families.
Where can I find information about Somerset's Local Offer?	Somerset's Local Offer is about services and support available locally for children and young people with Special Educational Needs and Disabilities. It can be accessed through Somerset Choices website and the following link is to the area of the website detailing the Local Offer.
What are the contact details of support services that can be accessed by parents and carers?	The Local Authority in Somerset have a website called Somerset Choices which provides information on local services to help children, young people and their families. Please follow this link to find the site: https://www.somerset.gov.uk/send/somerset-choice-advice-service/

F. What training have the staff supporting children and young people with SEN and disabilities had or are having?

- Nearly all teachers and TAs have attended specialist phonics training to allow them to effectively teach phonics across the age ranges.
- All teachers and some TAs attended training on working memory and processing speed.
- All staff have attended Safeguarding training and Prevent training.
- A number of the TAs have attended training on maths, ILI (Individualised Literacy Intervention).
- The SENCo provides on-going training for all staff to allow them to effectively support children with a variety of learning needs.
- All teachers and most TAs have attended Integrated Therapy Service training to support children with Sensory Processing Disorder. Teachers have also attended attachment training (2019) run by the Educational Psychology Service (EPS).
- The staff have received training in the medical needs of children with epilepsy and anaphylaxis.
- Some TAs have received First Aid Training from St John's Ambulance
- All staff have received training on Emotion Coaching and Attachment Disorder in order to support children with social, emotional and mental health needs.
- All staff have received training from the AET (Autism Education Trust).
- All TAs have attended training from the Virtual School and Learning Support Service on 'Scaffolding Learning for

Independence’.

G. How accessible is the school and how will my child be included in activities outside the classroom, including school trips?

Is the building fully wheelchair accessible?	The main school building and huts are wheel chair accessible. The hall is accessed via the main school entrance. There is one accessible toilet in the Y5/6 building.
Have there been improvements in the auditory and visual environment and are there easy access changing and toilet facilities?	The Hearing Impairment Support team have surveyed the school to ensure that it is accessible for anyone with a hearing impairment. Each room has been tested for acoustics. We have an accessible toilet at the school.
How does the school communicate with parent/carers whose first language is not English?	We have access to the Ethnic Minority Achievement service who are able to give us support in communicating with parent carers whose first language is not English. Mr Luke is the EAL (English as an Additional Language) Co-ordinator.
Will he/she be able to access all of the activities of the school and how will you help him or her to do so?	We believe in full equality for all children and, as such, all children are enabled to participate in all school activities. When planning trips, teachers ensure that the needs of all children are taken into account and that the trip will be suitable for all.
How do you involve parent/carers in planning activities and trips?	Advice from parents or carers is welcomed and essential on these occasions.

H. How will the school prepare and support my child to transfer to a new school?

What preparation will there be for both the school and my child before he/she joins the school?	• For children joining Nether Stowey in their Reception year there are multiple opportunities for Stay and Play sessions. Usually a member of staff from pre-school would also attend (depending on your child’s pre-school). In addition the class teachers visit the pre-schools to meet the children and, in the Summer term, do home visits. This ensures that there is plenty of opportunity for parents to discuss their child’s needs and for teachers to observe the needs of the children. • For children who already have a professionally identified SEN a school entry plan meeting will be held involving parents, the child and professionals from both pre-school and the school setting. • Children joining mid-year are encouraged to come and visit the school before they start and are allocated a peer to support them when they first start.
How will he/she be prepared to move onto the next stage and how will you support the new school to prepare for my child?	• For children with SEN transferring to the local secondary school there are visits in addition to those arranged for all Y6 children. This allows the children to become confident in the new surroundings and to meet some of the staff with whom they will be working.

	• The local Parent and Family Support Advisors also arrange some after school and summer holiday visits to help build the confidence of vulnerable pupils. • The Nether Stowey Primary SENCo, Mr Luke, meets with the SENCo at Haygrove. This allows a transfer of information and a discussion about needs and provision when children move to Y7. • If the child has high or complex need, the parent may also be invited to attend this meeting.
What information will be provided to his or her new school?	We provide the new setting with information on current levels of achievement in reading, writing, maths and science as well as current reading and spelling ages. In addition we forward any reports written by specialists and any assessments that have been undertaken on the child. We also inform them of current provision and needs. Provision maps that identify need and agencies involved for each child is also given.

I. How are the school's resources allocated and matched to children's needs and how is the decision made about what type and how much support my child will receive?

How is the school's SEN budget allocated?	Every school is allocated an amount of money for each child on roll. In addition to this there is a formula applied to each school to calculate how many children with special educational needs there should be and another sum of money is allocated to give support for these children. If a child has a higher level of complex need then the school can make an application for an Education Health Care Plan, 'Top Up Funding' for that child, based on their needs.
Can you describe the decision making progress about how much support my child will receive?	Like all schools in Somerset, Nether Stowey operates a graduated response towards SEN. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have, or may have, SEN. Where a pupil is not making adequate progress, teachers, the SENCO and parents will collaborate on problem solving, planning support and teaching strategies for individual pupils. There is one SEN school based category: '<u>SEN Support</u>'. When the initial teaching strategies or support have not remediated the barriers or area of concern for the child the SENCo and teacher may draw up an Assess, Plan, Do,
Who will make the decision and on what basis?	
Who else will be involved?	
How will I be involved?	

	Review (APDR) sheet or an IEP (Individual Education Plan) detailing needs, diagnosis and useful support strategies. Parents/carers and children have input to this and a copy of this plan. Pupils with very complex needs may have an Education, Health and Care Plan, (EHC). An EHC plan is a legal document and will put emphasis on personal goals and outcomes. It will describe the support your child will receive while they are in education. The new law introduces personal budgets to accompany this plan which provide you with opportunity to have more control over the support you and your child receive.
How does the school judge whether the support has had an impact?	We closely monitor the progress of every child in the school and only use intervention programs that are well researched and measurable.

J. How are complaints made regarding the provision for a child with Special Educational Needs or Disabilities?

What do I do if I feel that adequate provision is not being made for my child's SEN?	In the first instance it is very important to talk to your child's class teacher about the support and provision in place for your child and to make any complaints known so that the teacher can work with you to change the situation. If you still do not feel that provision is adequate then you can ask for a meeting with Mr Luke (SENCo/Deputy) or Mrs Holt (Head Teacher) to discuss your complaints. If you still feel that that your complaint has not been effectively dealt with then please follow the complaints procedure detailed in our Complaints Policy.
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