



## SEND Annual Information Report – September 2025

Name of SENDCo: Polly Slade

Dedicated time weekly: 1 day, increased to 2 days from September 2025.

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Name of SEND Governor: Sarah Gosset

Somerset's Local Offer link: [www.somerset.gov.uk/localoffer](http://www.somerset.gov.uk/localoffer)

### **Whole School Approach to Teaching and Learning:**

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- Refer to Teaching and Learning Policy

### **Our Graduated Response for Learners:**

- Continual monitoring of the quality of teaching – The majority of children and young people with identified SEND will have their needs met successfully through universal provision and targeted support (known as SEN Support).

- Quality First Teaching (QFT) that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people will need educational provision that is additional to or different from this. This is called special educational provision.
- In identifying a child that may have Special Educational Needs, the class teacher, working with the SENDCO, the child's parent/carer, and where relevant, health and/or social care colleagues, will assess the child's needs.
- These needs should be reviewed regularly to ensure the appropriate support is in place. This should form a four-part cycle (Assess, Plan, Do, Review) set out below, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and the most effective strategies to support the child in making good progress to achieve their potential.
- When a pupil is identified as having SEND, action is taken to remove barriers to learning by making reasonable adjustments and by putting effective special educational provision in place. This is called SEN SUPPORT and this forms part of the GRADUATED RESPONSE. (Special Educational Needs and Disability Code of Practice 5:39-5:46 & 6:45 – 6:56)
- Children at SEN Support that are receiving the Graduated response will have cycles of Assess, Plan, Do, Review (ADPR). This is where children's progress is tracked using a variety of assessment tools to ensure that the provision that has been put in place is effective and is supporting the child to catch up. These assessments may include teacher assessments, standardised tests, Accelerated Reader tests, language assessments, social communication assessments and assessments undertaken by external agencies.
- Consideration of application for Education, Health and Care Plan (EHCP) – if a child continues to make less than expected progress, despite having at least 2 cycles of ADPR, the SENDCO, in collaboration with the child's parents and class teacher, can apply for an EHCP needs assessment to be carried out.
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan, are on our SEN Record of Need.

### **The Somerset Graduate Response Tool**

At Meare Village Primary School, we use the ***Somerset Graduated Response Tool*** to support us with *identification of need, and to find strategies and advice to support children.*

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: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

Discover more at [www.somerset.gov.uk/localoffer](http://www.somerset.gov.uk/localoffer) and [www.facebook.com/LocalOfferSomerset](https://www.facebook.com/LocalOfferSomerset)

### **The Assess, Plan, Do, Review Cycle explained:**

This is a cycle of support which continues until the needs of the child/young person are met. This process should be transparent and in co-production with the child/young person and their parents/carers.

### **How we identify children/young people that need additional or different provision:**

When considering a child or young person's Special Educational Needs, these are described as one of four categories known as the 'primary need'. These are:

- **Communication & Interaction** – this describes children and young people with speech, language & communication needs (SCLN) who have difficulties in communicating with others. Children and young people with Autistic Spectrum Disorder would have their primary need described as Communication & Interaction.
- **Cognition & Learning** – this area of need encompasses Moderate Learning Difficulties (MLD); Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD); and Specific Learning Difficulties (SpLD).
- **Social, Emotional and Mental Health Difficulties** – this describes children and young people who may experience a wide range of social and emotional difficulties which may be seen in various ways from - for example - isolated and withdrawn to violent behaviours. The behaviours may reflect an underlying mental health difficulty which can present in various different ways.
- **Sensory and/or Physical Needs** – this area describes those children and young people who may require specialist provision because they have a disability which prevents or hinders their access to facilities generally available to most other children. Children and young people with a visual impairment (VI); hearing impairment (HI) or multi-sensory impairment (MSI) are within this category of need.

We take a systemic approach to identifying SEND support for children by using the following strategies:

- Class teachers refer a particular child to the SENDCO – if a child is making less than expected progress, despite quality first teaching and differentiation within the classroom, children are highlighted by the class teacher either before, or during, our Pupil Progress Meetings (PPMs). Pupils would then be added to the 'Cause for Concern' category of SEND where they would be monitored more closely. Specific interventions may be given to see if this has an impact to help the child close the gap between their current and expected progress. If this does not have the desired impact by the next PPM, pupils will be placed on the SEN Record of Need and the Assess, Plan, Do, Review (APDR) will be commenced (see above).
- Ongoing curriculum assessments and tracking of progress using data – A combination of Accelerated Reader Star Test scores, teacher assessments and standardised testing will be used to monitor the impact of additional learning interventions that are in place (see also the Assessment Policy).
- Further assessments by specialists, including those from external agencies, may be sought with parental permission. Examples of some of the external agencies are: Integrated Therapy Service (speech and language therapy, occupational therapy and

physiotherapy), Mental Health Support Team, Somerset Virtual School, The Mendip Outreach Service, Educational Psychology Service, Young Somerset etc.

- An Early Help Assessment (EHA) - When appropriate, we may use the Early Help Assessment (EHA) to request the right external agency support for a particular child. The single assessment process, (EHA), is the tool to use to identify need and plan help for the child, young person and family.
- Use of the Somerset Graduated Response Tool (see above).
- Contact and advice from the Somerset Inclusion Advice Line.

We take a holistic approach to all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer (see SEN section of the school website). Our measures to prevent bullying can be seen in our Anti-bullying policy.

To ensure that children with SEND also got provision outside of school, emails were sent to parents, informing them of the activities that Somerset Community Inclusion and Activity Team ran, with links to the Inclusion Activity Calendar, as well as information about the Happy, Healthy Holidays programme. We also shared regular updates from the Somerset Parent Carer Forum and invited parents and carers to our first coffee morning, facilitated by Somerset Parent Carer Forum, as part of the Partnerships for Inclusion of Neurodiversity in Schools (PINS) project.

#### **How we listened to the views of children/young people and their parents:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
Home-School Book/Dojo messaging	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly or as needed
School Council	Representatives from Year 6	Monthly
Invitation of feedback re: SEND website info	All pupils and parents / carers	Annually
Pupils views taken as part of APDR process	All pupils at SEN Support level	Termly
Parent and carer views taken as part of APDR process	Pupils on School Record of Need	Termly
School Entry Planning Meetings	For parents / carers of new reception children, who needed an enhanced transition	Summer and Autumn term
Pupil's views taken when creating one page pupil profiles	Pupils on School Record of Need or cause for concern	When needed
Parent and carer views collected through a SEND survey	All Parents / carers	Autumn term

Parent and carer views collected at the start of the PINS project	All parents and carers	Summer term
Pupil voice collected at the start of the PINS project	A group of pupils from each class	Summer term
Parent coffee morning	SENDCo and PFSA, facilitated by Somerset Parent Carer Forum.	Termly (started in Summer Term)

### **The Assess, Plan, Do, Review Cycle:**

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by the SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

- Communication and Interaction – Speech and Language Care Plans have been delivered by SEN LSAs; Talk About intervention groups have been delivered; Advice and suggestions for classroom activities has been given for those children without a care plan; Referrals have been made to ITS Speech and Language team; ITS advice sheets have been given to class teachers and parents. Support was sought from the Somerset Autism and Communication Team to help support several pupils with communication and interaction needs via the Somerset Inclusion Advice Line. Additional provision of individualised visual timetables and Now and Next boards have been provided for particular pupils. Social Stories have also been used successfully to support some pupils. Use of assistive technology to support children to show their learning and understanding. Visuals and communication boards used to support the needs of individual children and allow them to communicate their wants and needs. Observations and advice taken from Speech therapists in school. Attention Autism sessions were provided for several pupils.
- Cognition and Learning – A variety of interventions have been put in place such as Nessy Reading and Spelling, Individual Literacy Interventions (ILI), 5-minute phonics boxes, 5 minute maths boxes, daily reader lists, Numicon Intervention Programme (NIP), Toe-by-Toe intervention, precision teaching and maths booster groups. The whole school received Precision Teaching training from the Somerset Core Offer in the Summer Term of 2021. Accelerated Reader has been used to track pupil progress and motivate pupils to read. This has been successful. Pupils on the SEN RoN have also been assessed using standardised tests. Read Write Inc (RWI) and Fresh Start interventions have been used, enabling reading and writing interventions to be targeted at the right level for each child. Some children have needed a more individualised curriculum and TA timetabling enabled this to be possible. Referrals have been made to the Access to Inclusion team for additional advice and support. Dyslexia screening undertaken to identify specific areas of need and target intervention appropriately.
- Social, Emotional and Mental Health – ELSA interventions have been in place throughout the year for certain children, working collaboratively with class teachers and the SENDCO to identify need. PSHE has been a big priority for the class teachers with Jigsaw materials supporting this. Social stories have been provided for specific pupils and referrals to the Somerset Mental Health Support Team and CAMHS have been carried out where necessary. Talk About assessments have been used to identify social skills needs and Lego Therapy has also been used to support. Additional support during transitions and play/lunch times has been given to particular pupils.

Nurture starts and regular check-ins have been put in place for pupils who have needed this. Alternative Provision has been used to support children to support their Social, Emotional and Mental Health. The School have started to move towards the Relational Policy and all staff have undertaken training about trauma informed practice and Friendship time has been put into place in each class, twice per week, to focus on relationship building. Some classes have introduced soft starts, yoga and mindfulness activities.

- Sensory and/or Physical Needs – Fine motor skills and handwriting groups have been occurring across the school on individual and small group basis, depending on need. Referrals have been made to Physiotherapy and Occupational Therapy via the Integrated Therapy Service (ITS), ITS guidance sheets have been given to teachers and parents and some parents have completed the sensory integration programme. OT care plans have been carried out by a SEN LSA. Additional resources have been bought throughout the year for children with particular sensory needs including wobble cushions, pea nut ball, fiddle toys etc.; sports coaches have provided additional opportunities for gross motor skill development during social times. The sensory room has been used a great deal to provide a calming environment for some children. Sensory checklists and diets have been completed for some children to support children to get the sensory input that they need. Individualised timetables for some pupils, incorporate sensory activities, gross and fine motor activities and professional recommendations have been put in place. Early Years Developmental Journals have been used to assess and plan for children and support them to progress through the developmental stages.

During the 2024/2025 academic year, we started with 18 children on the SEN Record of Need (4 at EHCP level, 14 at SEN Support level). By the end of the academic year, the numbers had increased to 19 children on the SEN Record of Need (13 children/young people receiving SEN Support and 6 children/young people with Education, Health and Care Plans, one of which is in draft).

#### **Support Staff Deployment:**

Support staff were deployed in a number of roles:

- Support in Classroom
- 1:1 Provision
- Small group intervention
- Playground support
- Lunchtime support
- PPA Cover (HLTAs)
- Home visits
- First Aid
- Support for personal care needs
- Supporting children to come into school in the morning
- Supporting with assessments, including acting as a scribe or reader for specific children

We monitored the quality and impact of this support by informal observations/learning walks, staff training audits and standardised test / assessment data where possible.

#### **Distribution of Funds for SEND:**

SEND funding was allocated in the following ways:

- Support staff
- Teaching and Learning resources (e.g. subscriptions to Nessy / Dynamo Maths / Language Link)
- Well-Being Provision
- Staff training
- Sensory equipment
- SENDCO
- Educational Psychologist support

### **Continuing Development of Staff Skills:**

Individuals' CPD for year 23/24:

<b><u>Area of Knowledge/Skill</u></b>	<b><u>Role of Staff undertaking CPD</u></b>	<b><u>Training Received from</u></b>
SENDCO Network meetings (one per term)	SENDCO	Somerset Council
New SENCO Induction Conference	SENDCO	Somerset Council Access to Inclusion Team
ELSA Supervision (once per half term)	SEN TA	Support Services for Education, Somerset
PFSA Supervision (once per half term)	PFSA	Connect Champions and The Family Intervention Service.
National Professional Qualification for SENCO's, face-to-face conference (3 per year)	SENDCO	Best Practice Network
Sensory Processing Training	TA	Somerset Educational Psychology Team
Working Smarter, Not Harder: Embracing AI to Support Teaching	Class Teacher and Head Teacher	Mr P Lee Parkinson
SENCO Support Workshop	SENDCO	Somerset Council Access to Inclusion
Understanding ADHD Training	SENDCO	Somerset Educational Psychology Team

Whole Staff / Group Training (INSET and Twilight)

<b><u>Area of Knowledge/Skill</u></b>	<b><u>Roles of Staff undertaking CPD</u></b>	<b><u>Training Received from</u></b>
Safeguarding and Child Protection	All staff at school	Abi Isherwood
Roots to Shoots – Trauma informed Training	All staff at school	Somerset Virtual School
Understanding ADHD Training	All Teachers	SENDCO
Graduated Response Training	All Teachers	SENDCO

We monitored the impact of this training by ensuring strategies learned were included in APDR cycles, monitoring provision provided for pupils with SEND and by getting parental, staff and pupil views.

Updated September 25.

### **Partnerships with other schools and how we manage transitions:**

We have worked with a number of schools in the area in the following ways:

- Tor School – referrals made for support with particular pupils and the Advisory Teacher came to observe pupils and provided some 1:1 support and recommendations.
- Mendip School – referrals made for outreach support for particular pupils. Pupil observed by Specialist Outreach Service Lead and report with recommendations given.
- SEND Network meetings – Street Area
- Team Around the School meeting – St Dunstan's catchment
- Head Teacher Network meetings
- EY Network meetings
- Millfield School – opportunities to use resources and facilities at their school
- Elmhurst School – joints INSET training with other local schools

This year, 4 children with SEN support and 1 with an EHCP joined us from other settings

A total of 1 child with an EHCP, and 2 on SEN Support, moved to secondary schools.

We helped children to make the move from pre-school to Meare Village Primary School by providing stay and play sessions and meetings with the class staff to familiarise themselves with the environment and supporting adults. The class teacher also visited children in the early years settings. An information afternoon was also held for parents and carers. School Entry Planning meetings were held to support children, who needed an enhanced transition and to ensure that all the appropriate support was in place for when they started school.

Transition between classes was managed carefully. Pupils were told who their new teachers would be and shown their classroom. Pupils were able to spend time in their new class. Social stories and transition booklets were sent home for some pupils with SEND to support and remind over the holiday. Enhanced transition arrangements were put in place, to allow some children with SEND to spend more time with their new class teacher. Parents / carers were invited into school on 2 occasions to meet their child's new teacher.

The transition from year 6 to secondary school was supported through visits from the school and taster days. Pupils with SEN were also offered an enhanced transition package with additional visits planned in term time and during the summer holiday. Transition work was also completed in class and during individual ELSA sessions for those pupils that needed it. Additional sharing of information also occurred between the SENDCO, Year 6 teachers and new school SENDCO for pupils on the SEN Record of Need. Secondary School SENDCO's were invited to the Annual Reviews of pupils with an EHCP to ensure their needs were understood and appropriate provision was put in place. We were part of a pilot run by the Educational Psychology Service, who supported the transition of a year 6 pupil with an EHCP.

For children/young people with EHCPs, additional transition sessions were put in place. They also have additional adult support at the start of this new academic year. Parents were included in this process through emails, newsletters and phone calls to ensure that everyone knew the arrangements for the following year.

### **Ongoing development:**

Updated September 25.

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes SEND. This can be viewed on request through the school office. We have also identified this through the self-assessment tool, used as part of the PINs project.

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should refer to our Complaints Procedures and Guidance policy which can be found at: [School Policies - Meare Village Primary School \(meareprimary.co.uk\)](#)

This year we received 1 complaint with regard to a child on the SEN Record of Need.

**Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Abi Isherwood, Head Teacher

The Designated Teacher for Children Looked After and Previously Looked After Children is Bridget Taylor, Senior Teacher

The Local Authority's Offer can be found at <https://www.somerset.gov.uk/education-and-families/somersets-local-offer/>

Our Accessibility Policy can be found on our website [School Policies - Meare Village Primary School \(meareprimary.co.uk\)](#)

The School Development plan can be found on our website at [School Improvement Plan - Meare Village Primary School \(meareprimary.co.uk\)](#)

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website: [Special Educational Needs and/or Disabilities - Meare Village Primary School \(meareprimary.co.uk\)](#)

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from this link on our website: [Special Educational Needs and/or Disabilities - Meare Village Primary School \(meareprimary.co.uk\)](#)

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website: [Safeguarding - Meare Village Primary School \(meareprimary.co.uk\)](#)

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEND Information Report on: 24th September 2024 (FGB)

*Reviewed: September 2025*

**Signed Mrs Polly Slade (SENDCo), September 2025**

**Shared with SEND Governor, Sarah Gosset, September 2025**

Updated September 25.