North Cadbury CofE Primary School SEND Information Report 2026-2027

At North Cadbury C of E Primary School we concur with the SEN Code of Practice, that …

Special Educational Needs Coordinator (SENCO)	SEN Governor	Review
Miss Booth Ebooth@.ppat365.org	Mrs Mary Gruner	July 2027

'Children have special educational needs if they have a learning difficulty, which requires additional or significantly different provision than their peers'

Within our secure Christian environment, our vision is to develop healthy, happy and motivated learners who look to the future with confidence and always try 'to be the best we can be'

Our aims are:

- To build on the School's Christian foundation and encourage a way of life which respects faith and belief in God -
  To develop the potential of each child to its fullest
- To help each child look to the future with confidence and aspiration

This SEN Information report is closely linked with our SEN Policy, our School Accessibility Plan and the Somerset Local Offer.

The Somerset Local Offer includes a framework of Core Standards which describe the entitlement for children in schools across Somerset. Information from North Cadbury C of E Primary School that is directly relevant to the Core standards is included within this report.

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How do we identify pupils with Special Educational Needs at North Cadbury C of E Primary School?

- All children at North Cadbury C of E Primary School are monitored closely by their Class Teachers. Regular Pupil Progress Meetings are also held between the Class Teacher and Head Teacher to discuss the progress of every pupil. Further investigation and support will always be considered if a child:

    - fails to meet Age Related Expectations (ARE) and isn't making appropriate progress in Reading, Writing or Mathematics despite additional support

    - falls more than two years below Age Related Expectations (ARE) in their reading and /or spelling age

    - is experiencing Social, Emotional, or Mental Health difficulties that are impacting heavily on their learning

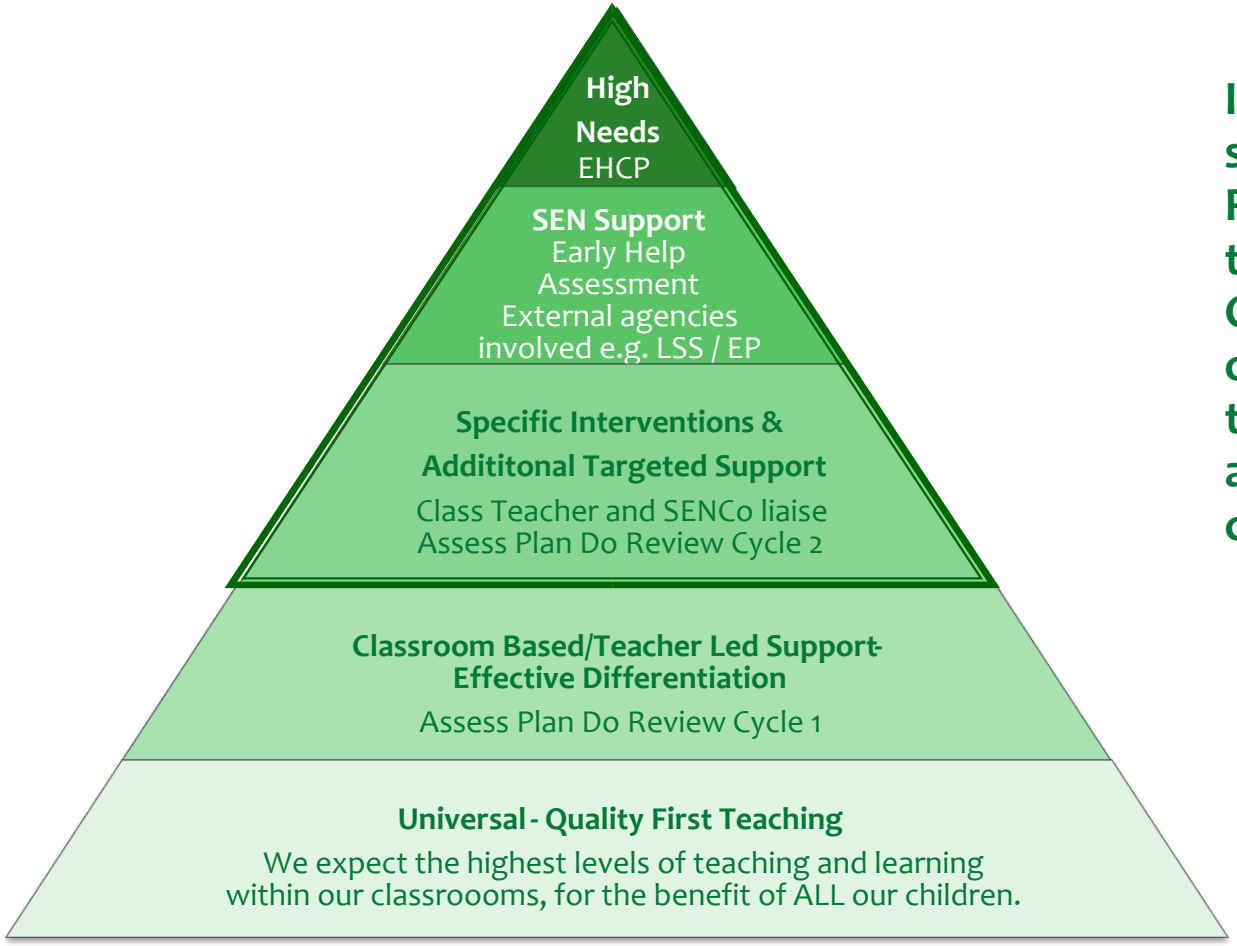
- The Class Teacher is responsible for initial targeted interventions such as Booster Groups, Spelling Interventions and/or catch-up work. This may be in a small group or on a one to one basis and will focus on a particular aspect of learning. The SENCO may be involved in these initial discussions and will ensure that adequate progress and support has been seen.

If this initial classroom based support is not enabling a child to make their expected progress, the Class Teacher may then request that the SENCO becomes more formally involved.

The SENCO may then meet with Parents/Carers and discuss what observations and assessments are needed to inform their decision as to whether a child needs 'additional or significantly different provision than their peers' and whether they need to be assessed or have a recognised Special Educational Need that should be recorded on the School's SEN Register.

The SENCO may liaise with professional/specialist outside agencies in order to understand a child's needs more clearly.

North Cadbury's Graduated Response



It should be noted that at all stages of the Graduated Response, children remain the responsibility of their Class Teacher. The SENCO is only involved for the top three tiers of the triangle, and always in an advisory capacity.

Who is the best person to speak to if I am concerned about my child's progress in school?

All initial concerns should be raised with your child's Class Teacher, they know your child best and they will be able to share information with you about your child's progress and any difficulties that they think your child might be having.

Class Teachers are responsible for the attainment of all children in their class, including those with SEN; if there is a barrier to a child's learning the Teacher will work to find ways to help the child overcome this barrier, allowing all children to achieve. Sometimes additional resources will be needed, however on occasion specialist intervention might be required. These increasing adaptations are known as the Graduated Response.

Class Teachers who have worked their way through a Graduated Response may then seek advice from the school SENCO. The role of the SENCO is to help teachers and parents identify barriers children may have to their learning and then support teachers with strategies to help the children overcome these difficulties.

The SENCO co-ordinates and plans whole school provision for children with Special Educational Needs and works with professionals from outside agencies whose skills may be needed. The SENCO also makes sure that all SEN record keeping is up to date and monitors that children with SEN continue to make good progress in their learning.

Appointments can be made directly with the SENCO if you are worried that the Graduated Response is not working for your child and you have further concerns about your child's learning needs; however you should have discussed this with your child's Teacher first as they know them best. If you have a genuine concern that your child isn't making progress despite repeated interventions, you are also able to speak directly to Mrs Thompson who is the SENCO at North Cadbury C of E Primary School.

How is the level of support agreed for pupils with SEN?

All teachers at North Cadbury C of E Primary School are expected to provide Quality First Teaching. This means that they will plan and deliver high quality lessons that enable all children to make good progress. Lessons will be differentiated to ensure that all children can succeed. Teachers use a range of teaching and learning styles and different resources to support and engage all the children in their class.

Some children may have gaps in their knowledge or understanding, they might have a physical difficulty that requires some specific intervention. Whatever the reason, targeted interventions will run in addition to the main learning that is taking place in the classroom. These interventions are planned and reviewed regularly, and their impact is measured. They are designed to ensure that the children receiving the intervention make sufficient progress to then be able to work alongside their peers. Interventions run for different periods of time, but always have a specific goal and are always assessed for their impact.

Children on the SEN register are identified as having a Special Educational Need that requires more intervention than their peers might expect. This means that the child requires support that is 'different from or additional to' the class as a whole. In order to keep track of the additional support, a child on our SEN Register has an Individual Provision Map that identifies specific teaching and learning strategies and/or resources that enable that child to achieve their goals. Children on the SEN register may also have support from outside agencies. These agencies can provide school and parents with additional advice and targeted individual actions for the child.

A few children have access to High Needs Funding as their needs are deemed to be at a level that requires specialist intervention which the school has to provide.

Universal (Whole Class) The universal offer to all children:	Additional, Targeted Support and Provision	Specialist, Individualised Provision for SEN Support and children with High Needs Funding
Quality First Teaching, including	Targeted group interventions	The SENCo co-ordinates Multi-Professional support. Some children have EHCPs which detail specific targets and support & are reviewed annually.
individual resources that children are able to access independently.	Progress for these children is monitored closely	Children have Individual Provision Maps which identify individual learning strategies and individual targets. These are monitored closely to ensure the child is making progress. Teachers, SENCo and parents have termly Assess, Plan, Do, Review meetings.

What aspects of SEN are supported at North Cadbury C of E Primary School?

The Code of Practice says that **every teacher** is a **teacher** of **SEN.**

At North Cadbury C of E Primary School, we work with children with many different types of Special Educational Need and we work hard to provide an equal opportunity to all our children, regardless of the level of that need.

Special Education Needs are categorised into 4 broad areas:

Cognition and Learning – Children with cognition and learning difficulties may learn at a slower pace to their peers, even with appropriate differentiation. Some children will need additional support with certain aspect of learning such as spellings, reading whilst other have complex learning difficulties such as dyslexia and dyscalculia.

Language and Communication – Children with speech, language and communication needs have difficulties communicating with others. They may have difficulties talking, understanding something or not understanding the social rules of communication.

Social, Emotional and Mental Health – Children may experience a wide range of social, emotional and mental health difficulties. These can show themselves in many ways. We work with children who are withdrawn, disruptive, have lack of concentration and have immature social skills. Some children have diagnosed disorders such as attention deficit or attachment disorders.

Sensory and/or Physical Needs – Some children have disabilities which will prevent them from accessing the educational facilities provided. Most of these children require specialist support and equipment to access the opportunities available to their peers.

What provision is available for pupils with SEN at North Cadbury C of E Primary School?

All pupils receive an excellent standard of Quality First Teaching at North Cadbury C of E Primary School. Provision that is specific for children with SEN is recorded and monitored through individual targets on the child's Provision Map. Parents are invited to meet with the SENCo and Class Teacher each term to review the provision for their child, and the çhild's view is an important part of this process. Learning is at the heart of what we do at North Cadbury, but we are equally concerned with the holistic development of your child.

Universal (Whole Class) The universal offer to all children:	Additional, Targeted Support and Provision	Specialist, Individualised Support and Provision for SEN Support and children with High Needs Funding
All classrooms are well laid out with resources clearly labelled. Children are able to access the resources independently. Daily routines are established to enable children to be independent. Children are encouraged to work independently. Teachers have high expectations for all children and all teaching is built on what the child already knows, can do and can understand. Teachers regularly check the progress of each child to ensure they are accessing their learning opportunities. The contributions of every child are valued, and we provide a secure and supportive learning environment. We operate a positive behaviour policy.	Children who are finding some aspects of learning difficult or who are not making the expected progress are included in intervention groups. Children are taken out of class at certain times to take part in group work with Teaching Assistants. Interventions might include: additional sessions for reading, writing, targeted maths work, motor skills or social communication work. All work completed during interventions is shared with the class teacher. Teachers make use of now and next timetables allowing children to be prepared for what is happening next in their day. Teaching Assistants are available to support small groups during lesson time.	If a child continues to find specific areas of the curriculum difficult, individual support may be beneficial such as: -Speech and language -Social and emotional support -Physiotherapy -Individual dyslexia or dyscalculia support. Any specific strategies put in place will be the result of involvement from the SENCo or a professional agency. Advice is sought from a number of external agencies such as educational physiologist, hearing support or vision support. Some children make use of visual timetables and now and next boards. The views of the individual child are integral to the SEN process within our school. The SENCo works closely with individual children to identify the ways in which they feel they can be best supported in school. Occasionally children require a substantial amount of 1:1 support; this is available for children whose learning needs are severe, complex and lifelong. This is usually provided for via an Education and Health Care Plan (EHCP). Children with SEN have their own Provision Map; this identifies the strategies that work for your child.

Does the school offer any support to parents who have children with SEN?

Children make the most progress in their learning when teachers and parents work together. Parents are kept up to date with their children's progress through Parents' Evenings and Annual Reports. If more frequent contact is necessary, this will be based on individual child's needs; however as a small school we pride ourselves in developing excellent relationships with all our parents, and speak to all on a regular basis.

The school also works closely with the Special, Educational Needs and Disability Information, Advice and Support service (SENDIAS) and also our local Parent and Family Support Adviser – Cassie Reynolds (PFSA). The SENCO can also be available to meet with you to discuss your child's progress or any concerns/worries you may have. Please make an appointment through the school office.

It is also possible to suggest peer to peer support from other parents who have experienced similar difficulties or frustrations as yourselves – please come in and speak to us if this is something you would find beneficial.

Universal (Whole Class) The universal offer to all children:	Additional, Targeted Support and Provision	Specialist, Individualised Support and Provision for SEN Support and children with High Needs Funding
Parents involved in all stages of their child's education. Teachers are proactive in engaging parents in discussion about their children should they feel that there is something to be aware of. Each year there are annual school reports. Regular newsletters sent home to keep parents up to date with events at school. Advice on how to support learning at home is shared. School and class information is on the school website.	Parents are kept informed at all stages if their child is in need of additional support in the classroom. In the first instance this will generally be in the form of some additional group work outside of the classroom. At this stage parents are welcome to liaise with either the Class Teacher or the SENCo.	Parents are invited to meet with the SENCo to review their child's progress and the support that they are receiving in school. Parents are consulted in all aspects of provision for their child, particularly in relation to obtaining additional support from outside agencies. Parents are invited to attend annual meetings with professionals from outside agencies including Annual reviews and TAC meetings. Children and their families are involved in target-setting and decision making.

How accessible is the school environment?

We have worked hard to make our school site as accessible as possible; however we have to acknowledge that there are some obstacles that are difficult to overcome in a Victorian building in a rural environment like ours! If your child has any specific need, you are very welcome to visit the site to discuss that and appraise the accessibility yourself. As a school we are always willing to accommodate changes that make accessibility easier for you or your child, do just come and speak to us.

All children have the right to access class trips where it is safe for them to do so, and you will always be given the opportunity to discuss your child's specific needs prior to any trip or off site visit.

The SENCO works closely with both the Physical Impairment and Medical Support team (PIMS) and Occupational Therapists (OT) to ensure that children in our care are able to access their learning environment effectively and as independently as possible.

A current accessibility plan is available on our school website.

Universal (Whole Class) The universal offer to all children:	Additional, Targeted Support and Provision	Specialist, Individualised Support and Provision for SEN Support and children with High Needs Funding
All areas of the school are accessible to children with additional physical needs.	All toilets are at an appropriate height and a disabled toilet and shower is available. Chairs and tables of different heights are available. Specialist equipment in practical lessons can be provided to enable children with additional needs to be independent. Quiet/individual working areas are available.	Individual specialist equipment is used by some of our children and is sourced through outside agency support.

Who will oversee my child's support?

Your child's Class Teacher will be responsible for your child's daily support. The SENCO will only oversee and co-ordinate the provision for your child if they are on the SEN Register. The role of the SENCO is to liaise with the professionals involved with your child and to review the effectiveness of the strategies as they are carried out. The SENCO works closely with teachers and parents to plan for the long-term support for your child ensuring that transitions between classes and schools are managed effectively.

How will the school measure the progress of my child?

Every child's progress is continually monitored by their Class Teacher through regular observation and assessment. Progress is also reviewed by the Class Teacher and Head Teacher at termly Pupil Progress Meetings. Some children with SEN may be working below Age Related Expectations, Class Teachers will continue to measure their progress and expect good levels of progress from their starting point. Children on the SEN Register will have individual SMART targets, these are Specific, Measurable, Achievable, Realistic and Timely targets.

The progress of children with a statement of SEN/EHC Plan is formally reviewed at an Annual Review with the views of the pupil and parents included.

Universal (Whole Class) The universal offer to all children:	Additional, Targeted Support and Provision	Specialist, Individualised Support and Provision for SEN Support and children with High Needs Funding
Regular focused assessments. Marking and feedback via books Verbal feedback in lessons	Feedback on focused intervention work.	Individual assessment based on learning needs. Individual SMART targets linked to additional provision. Pupil perception of progress.

How will I know that my child is making good progress?

All parents are invited to attend Parent's Evenings which are held in the Autumn and Spring Terms. An individual report detailing progress is also sent home to all parents in the Summer Term. Parents who have a child who is receiving SEN Support will be invited to regular reviews as part of the Assess, Plan, Do and Review process. If the school feels that outside agency support is required to support a pupil, parent permission will be sought and they will be invited to meet with these agencies whenever possible, they will also be included in review meetings. Parents will always be sent a copy of any written reports received from external agencies. Parents are also welcome to arrange additional meetings with the Class Teacher or SENCO to discuss progress if they have any concerns.

On occasions it may be appropriate to set up a home/school communication book to share information regarding progress. You will have the opportunity to discuss this, if it is felt that your child would benefit.

Universal (Whole Class) The universal offer to all children:	Additional, Targeted Support and Provision	Specialist, Individualised Support and Provision for SEN Support and children with High Needs Funding
Parents Evenings Annual Report	Additional meetings with teachers.	Assess, Plan, Do and Review meetings. Referrals to outside agencies via Early Help Assessment (EHA) Meetings with outside agencies

What specialist services can be accessed for children with Special Educational Needs?

Autism & Communication Team	Offers support and intervention for children showing behaviours which indicate that they may have an autistic spectrum disorder or difficulties with communication. They will visit the child at school and talk to you about what you notice at home.
Educational Psychology	Works directly with children with the most complex special educational needs and disabilities. They offer advice and support on the development of the whole child including their learning needs. Educational Psychologists also contribute to Educational and Health Care Plans (EHCP).
Learning Support Service	Comes into school and completes a detailed assessment on the child's learning needs. They advise strategies to support children in their learning.
Parent & Family Support Advisors (PFSA)	Offers a link between home & school. Provides family with additional support when needed.
Physical Impairment & Medical Support Team	PIMS advises the school on strategies to support children who are physically impaired. They help schools to enable physically impaired children to be as independent as possible.
Occupational Therapy & Physiotherapy	Offers support and advice for children with physical needs. This can be physical disabilities, support with physiotherapy ad conditions such as hypersensitivity and dyspraxia.
Speech & Language Therapy	Work with you and your child to encourage clear speech development. They are also able to help with delayed speech and stammering. We will liaise with therapists and follow guidelines to ensure our practice supports your child's individual needs.
Child & Adult Mental Health Service (CAMHS)	Offers assessments and treatment when children have social, emotional, or mental health needs.
Vision support	Offers support & advice to schools & families for children who have limited or failing eye sight.
Hearing Support	Are able to administer hearing tests and to offer support and advice for children with temporary and permanent hearing loss/difficulties.
School Nurse	The school nurse is available for parents who need support at home with issues from toileting to dietary concerns and to parenting strategies.

Glossary of Acronyms

Acronym		Acronym	
ARE	Age Related Expectations	CAMHS	Children and Adult Mental Health Service
SEN	Special Educational Needs	PFSA	Parent and Family Support Advisor
SENCO	Special Educational Needs Coordinator	TAC	Team Around the Child
SEND	Special Educational Needs and Disabilities	TAS	Team Around the School
C of E	Church of England	PIMS	Physical Impairment & Medical Support team
APDR	Assess, Plan, Do, Review	OT	Occupational Therapy team
EP	Educational Psychologist		
LSS	Learning Support Service		
EHCP	Education, Health and Care Plan		
EHA	Early Help Assessment		
SMART	Specific, Measurable, Achievable, Realistic, Timely		