September 2025

Leigh on Mendip Primary School – Special Educational Needs and Disabilities (SEND) Information Report

At **Leigh on Mendip Primary School**, we believe that every child deserves the chance to succeed, no matter their starting point. Our inclusive approach ensures that children with special educational needs or disabilities (SEND) are supported to reach their full potential in a caring and inspiring environment.

Our Vision

“Nurturing curious minds”

We aim to:

- Provide a safe and secure environment in which all children can flourish and where every contribution is valued.
- Offer positive, non-stereotyped information about gender roles, diverse ethnic and cultural groups, and disabled people.
- Continually improve our understanding of anti-discriminatory practices, promote equality, and value diversity.
- Include and value the contributions of all families in our approach to equality and diversity.
- Make inclusion a core aspect of all school activities and provision.

Definition of Special Educational Needs and Disabilities (SEND)

A child is considered to have SEND if they have a learning difficulty or disability that requires special educational provision to be made for them. This includes:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from accessing educational facilities typically available in mainstream settings.

Identification of SEND

Children may be identified as having SEND through:

- Concerns raised by parents/carers, class teachers, or previous educational settings.
- Progress and/or attainment significantly below age-related expectations, despite high-quality inclusive teaching.
- Lack of response to targeted and monitored interventions.
- Noticeable or prolonged changes in behaviour.

If concerns arise, the school will:

- Discuss these with you and explore your views.
- Implement further support and/or make referrals to external professionals if needed.
- Work in partnership with you to support your child both at home and in school.

If further assessment or external advice is required, this will be arranged in consultation with parents/carers. You will be fully involved at every stage.

The SEND Code of Practice 2014 – Key Principles

- Involvement of children, parents, and carers in all decision-making.
- Early identification of needs and prompt intervention.
- Greater choice and control for families over the support offered.
- Collaboration between education, health, and social care services.

- High-quality provision to meet the individual needs of children and young people.

Who to Contact if You Have Concerns

If you are concerned about your child's progress:

1. **Speak to your child's class teacher** in the first instance.
2. If further discussion is needed, contact the **SENDCo, Mrs Gemma Smith**, who can arrange a meeting and organise assessments.
3. You may also contact the **SEND Governor, Catherine Farmer**, or the **Executive Head Teacher, Mr Dan Turull**.
4. Additional advice and guidance is available from the **Somerset Local offer.** https://www.somerset.gov.uk/children-families-and-education/the-local-offer/

Roles and Responsibilities

Class Teachers Will:

- Deliver an inclusive curriculum tailored to individual strengths and needs.
- Monitor your child's progress and plan additional support where necessary.

The SENDCo Will:

- Oversee and monitor SEND provision and implement the SEND policy.
- Liaise with external professionals (e.g. Speech & Language Therapists, Educational Psychologists).
- Provide staff training and advice to support diverse learning needs.
- Ensure high-quality teaching and appropriate adaptations in the classroom.
- Coordinate the development and review of Support plans. (Assess Plan Do Review)
- Ensure parents are well-informed and involved in planning and reviewing support.

Support for Parents and Carers

We offer:

- Signposting to relevant organisations and resources.
- An open-door policy for ongoing communication.
- Scheduled meetings with class teachers and the SENDCo (e.g., parents' evenings, termly and annual reviews).
- Discussion of your child's Assess, Plan, Do Review (APDR) targets and progress.
- Inclusion of your views in all planning and review meetings.
- Detailed feedback from external assessments.
- Tailored school-entry and transition planning.

Assessment and Monitoring Progress

Your child's progress is continually tracked through observations and assessments from Early Years to Year 6.

- Formal reviews of progress take place termly by the Headteacher, class teachers, and SENDCo.
- For children on SEND Support or with an EHCP (Education, Health, and Care Plan), progress is reviewed more regularly.
- Where appropriate, detailed assessment tools are used to capture smaller, significant steps of progress.
- Annual Reviews are held for children with EHCPs.
- Termly reviews of APDR targets ensure consistent monitoring and goal-setting.

Keeping You Informed

You will be:

- Invited to attend regular parent consultations.
- Encouraged to schedule additional meetings with teachers and the SENDCo as needed.
- Provided with strategies to support learning at home.
- Given access to communication tools (e.g., home-school books) where appropriate.
- Informed and involved if external agencies are working with your child.
- Invited to contribute to termly APDR reviews.
- Provided with an annual written report, including any formal assessments.

Specialist and Professional Services We Can Access

We work with a wide range of professionals, including:

- **Educational Psychologists**
- **Speech and Language Therapists**
- **Occupational Therapists**
- **Physiotherapists**
- **Paediatricians and GPs**
- **School Nursing Team**
- **CAMHS (Child and Adolescent Mental Health Services)**
- **Children Missing Education Officers**
- **HERS (Hospital Education & Reintegration Service)**
- **Sensory Support Services (visual/hearing impairments)**

- **Social Care Teams and Child Protection Officers**

Types of Support Offered at Leigh on Mendip Primary

- Emotional Literacy Support groups
- Forest School and Outdoor Learning
- Breakfast Club
- Social Stories and Comic Strip Conversations
- Emotional Well-being programmes
- Additional time, readers, and scribes for assessments
- Targeted small group or 1:1 interventions for Literacy and Numeracy
- Precision Teaching programmes

Accessibility

We are committed to making our school as accessible as possible for all children. Our site includes:

- Accessible toilets
- Ramp access to outside buildings.
- Adaptations for children with auditory or visual needs

Supporting Transitions

When your child moves to a new class or school, we ensure a smooth transition. This may include:

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- Additional transition visits
- Meetings with the new teacher or SENDCo
- Sharing of APDRs, reports, and other documentation
- Individualised transition plans, where appropriate

Key Contacts

- **SENDCo**: Mrs Gemma Smith
- **Co school leads:** Mrs Gemma Smith and Mrs Michelle Ball
- **Executive Headteacher**: Mr Dan Turull
- **SEND Governor**: Catherine Farmer