2026/2027

SEND Information Report

Leigh on Mendip Primary School

“Nurturing curious minds”

At Leigh on Mendip Primary School, we believe that every child deserves the opportunity to succeed, whatever their starting point.
We are a caring and inclusive school where children are encouraged to be curious, develop their individual strengths and become confident, independent learners.

We work closely with children, parents and carers, and other professionals to make sure that children with special educational needs and/or disabilities (SEND) receive the right support at the right time.

Our aim is simple:
To remove barriers to learning, celebrate differences and help every child flourish.

Who can I talk to about SEND?

SENCO: Mrs Gemma Smith - Deputy Headteacher and SENCO
Headteacher: Mr Dan Turull
SEND Governor: Catherine Farmer

If you have a concern about your child's learning, progress or wellbeing, please speak to your child's class teacher in the first instance.

If you would like to discuss your child's additional needs or SEND provision in more detail, you are very welcome to contact Mrs Gemma Smith.
SENCO email: senco@leighonmendip.mnsp.org.uk
School telephone: 01373 812592

Frequently asked questions

What does SEND mean?

SEND stands for Special Educational Needs and/or Disabilities.
A child has special educational needs if they have a learning difficulty or disability which means they require special educational provision.
SEND can affect children in many different ways. We use the four broad areas of need identified in the SEND Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Children may have needs in one or more of these areas.
We recognise that every child is an individual and therefore consider their strengths, interests and individual barriers to learning when deciding how best to support them.

How do you identify children who may have SEND?

We use a range of information to identify children who may need additional support.
A concern may be raised by:

1. A child
2. A parent or carer
3. A class teacher or other member of staff
4. A previous school or setting
5. A health professional
6. Another specialist professional

We may consider:

1. Progress and attainment
2. Classroom observations
3. Assessment information
4. Communication and interaction
5. Behaviour and emotional wellbeing
6. Attendance and engagement
7. Information from parents and carers
8. The child's own views
9. The child's response to high-quality teaching and additional support

If we have concerns, we will talk to you and listen to your views.
We will work with you to understand your child's needs and decide what support may be appropriate.

How will school support my child?

Our starting point is high-quality, inclusive teaching.
Teachers adapt their teaching and the learning environment to meet the needs of individual children.
This might include:

1. Breaking learning into smaller steps
2. Using visual prompts and timetables
3. Giving additional processing time
4. Providing practical and multi-sensory learning
5. Adapting resources
6. Repeating and reinforcing learning
7. Providing additional explanation and modelling
8. Using technology or specialist equipment
9. Providing movement or sensory breaks
10. Providing individual or small-group support

Somerset's Graduated Response Tool helps schools identify barriers to learning and appropriate provision. High-quality teaching is the foundation of this approach.
Find out more about Somerset's Graduated Response.

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What is Assess, Plan, Do, Review?

When a child needs additional SEND support, we use a four-part cycle:
ASSESS → PLAN → DO → REVIEW

Assess
We identify your child's strengths, needs and barriers to learning.

Plan
We agree what we want to achieve and decide what support or adaptations are needed.

Do
The agreed support is put in place.

Review
We look at the impact of the support, consider your child's progress and views, and decide what should happen next.
The cycle is repeated and adapted as necessary.

Parents and children are involved throughout this process. Somerset describes this as the graduated response to SEND support.

What additional support might my child receive?

Depending on their individual needs, children may receive:

1. Targeted literacy or numeracy support
2. Small-group or individual interventions
3. Precision Teaching
4. Emotional literacy support
5. Emotional wellbeing programmes
6. Social communication support
7. Social Stories
8. Comic Strip Conversations
9. Forest School and outdoor learning
10. Support with organisation and independence
11. Sensory strategies
12. Additional adult support
13. Adapted resources
14. Additional processing time
15. Support with assessments
16. Readers, scribes or additional time where appropriate and permitted
17. Support with transition between classes or schools

The support provided will depend on your child's individual needs and will be reviewed regularly.

How do you adapt the curriculum?

We want children with SEND to be included in the full life of the school and to access a broad and balanced curriculum.
Teachers may adapt:

1. The way information is presented
2. The amount of work
3. The level of scaffolding

4. The learning environment
5. Resources and equipment
6. The way children record or demonstrate their learning
7. The pace of learning
8. The amount of adult support

Our aim is always to help children become as independent as possible.

How will you know whether the support is working?

We regularly monitor children's progress.
We look at:

1. Progress towards individual targets
2. Attainment and progress in class
3. The impact of interventions
4. Children's engagement and participation
5. Children's views
6. Parents' and carers' views
7. Staff observations
8. Advice from external professionals

APDR targets are reviewed regularly.
For children with an Education, Health and Care Plan (EHCP), statutory annual reviews are held and the child's progress and provision are considered.

How will my child be involved?

We believe that children should have a voice in decisions about their education.
We will seek your child's views in ways that are appropriate to their age, development and communication needs.
Children may be involved in:

1. Identifying what helps them learn
2. Sharing their strengths and interests
3. Setting targets
4. Reviewing their progress
5. Choosing strategies that help them
6. Planning transitions
7. Reviewing their SEND support

For children with EHCPs, we make sure that the child's voice is represented in the annual review process. Somerset also emphasises the importance of the child's voice regardless of age or level of need.

How will parents and carers be involved?

We value parents and carers as partners in their child's education.
We provide opportunities for you to:

1. Talk to your child's class teacher
2. Meet with the SENCO
3. Discuss your child's progress
4. Contribute to APDR planning and reviews
5. Share information about your child's strengths and needs
6. Discuss strategies that work at home

7. Receive information about external assessments
8. Contribute to transition planning

If you have information or concerns that you think may help us to support your child, please talk to us.

What happens if my child needs support from another professional?

Sometimes a child's needs require specialist advice.
With your involvement, we may seek advice from professionals such as:

1. Educational Psychologists
2. Speech and Language Therapists
3. Occupational Therapists
4. Physiotherapists
5. Paediatricians
6. GPs
7. School Nursing Team
8. CAMHS
9. Sensory Support Services
10. Hospital Education & Reintegration Service (HERS)
11. Social Care
12. Other specialist education, health or care services

We will discuss referrals with you and keep you informed about the support your child receives.
Where a child continues to make less than expected progress despite appropriate evidence-based support, Somerset guidance recommends considering specialist involvement.

How do you support children's emotional wellbeing?

We recognise that children need to feel safe, secure and understood in order to learn.
We support emotional wellbeing through:

1. Emotional literacy activities
2. Emotional wellbeing programmes
3. Trusted adults
4. Social Stories and Comic Strip Conversations
5. Support with friendships
6. Support with emotional regulation
7. Forest School and outdoor learning
8. Individual or small-group support
9. Close communication with families

We promote positive relationships, respect and inclusion throughout school life.

Will my child be included in trips, clubs and other activities?

Yes.
We are committed to including children with SEND in all aspects of school life wherever reasonably possible.
This includes:

1. School trips and visits
2. Clubs

3. Assemblies
4. Performances
5. Forest School
6. Outdoor learning
7. Playtimes and lunchtimes
8. Special events
9. Leadership opportunities
10. Wider school activities

Where a child experiences a barrier to participation, we will consider appropriate adaptations and reasonable adjustments.

What specialist equipment can you provide?

Where appropriate, we may use:

1. Visual resources
2. Communication resources
3. Sensory equipment
4. Adapted learning materials
5. Specialist seating or furniture
6. Assistive technology
7. Other equipment recommended by professionals

We will work with families and relevant services where specialist equipment or resources are required.

How accessible is the school?

We are committed to making our school accessible and inclusive.
Our current facilities include:

1. Accessible toilets
2. Ramp access to outside buildings
3. Adaptations to support children with auditory or visual needs

We consider individual accessibility needs when planning learning, trips, visits and other activities.

How do you support transitions?

We recognise that changes can be particularly challenging for some children with SEND.
We may provide:

1. Additional transition visits
2. Opportunities to meet new staff
3. Visual transition resources
4. Meetings between staff
5. Individual transition plans
6. Additional support during the first days or weeks
7. Sharing of relevant reports and APDR information
8. Liaison with the receiving school or setting

We work closely with children and families to make transitions as positive and successful as possible.

What happens when my child joins the school?

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We welcome children with SEND into our school community.
If your child has SEND, we encourage you to share information about their needs, strengths, interests and any existing reports or plans with us.
Before your child starts, we can work with you and their previous setting to plan any appropriate support or transition arrangements.
If you would like to discuss your child's needs before applying or starting at Leigh on Mendip Primary School, please contact us.

How do you support children who are looked after?

Where a child is looked after by the local authority and also has SEND, we work with their carers, social worker, Virtual School and other professionals to ensure that their educational needs are understood and supported.

What if I am worried about my child's progress?

Please talk to your child's class teacher in the first instance.
If you would like to discuss your concerns further, you can contact our SENCO:
Mrs Gemma Smith - senco@leighonmendip.mnsp.org.uk

You can also contact:
Mr Dan Turull – Headteacher
Catherine Farmer – SEND Governor
We want to work with families openly and positively to resolve concerns.
If you remain unhappy with the support provided, you can follow our school's Complaints Procedure.

Somerset SEND Local Offer

Somerset's SEND Local Offer provides information about services and support available to children and young people with SEND and their families.
It includes information about education, health, social care, EHC plans, advice and support, and preparation for transitions.
Find out more by visiting SOMERSET'S SEND LOCAL OFFER.
The Somerset Local Offer is an important part of the information schools are required to provide to families.

Useful SEND documents

We recommend adding the following links to this page:

1. SEND Information Report – this page
2. SEND Policy
3. Accessibility Plan
4. Equality Information / Equality Policy
5. Complaints Policy
6. School Admissions Information
7. Somerset SEND Local Offer
8. Somerset Graduated Response Tool

Our commitment to inclusion

At Leigh on Mendip Primary School, we believe that difference should be recognised, respected and celebrated.
We aim to create a school where children feel safe, valued and included; where families feel listened to; and where every child is encouraged to be curious, develop their strengths and achieve their potential.