Midsomer Norton Primary School

Special Educational Needs
SEND Information Report for Families

September 2026/2027

Special Educational Needs Co-ordinator: Norma Forster

At Midsomer Norton Primary School, we strive to support all our children and enable them to reach their full potential at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

Pupil Premium

Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for Free School Meals (FSM) at any point in the last six years (known as 'Ever FSM 6'). Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel.

The Government believes that Pupil Premium, which is additional to main school funding, is the best way to address current underlying inequalities between those children who are eligible for FSM and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases, the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives FSM. Schools decide how to use the funding, as they are best placed to assess what the pupil needs.

Schools are held accountable for the decisions they make through:

- performance tables
- the Ofsted inspection framework

Children and Families Bill 2014

The Children and Families Bill aims to improve services for vulnerable children and families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reforms the systems for adoption, looked after children, family justice and SEND. It looked to improve co-operation between all the services that support students and their families.

The Local Authority (LA) has responsibility for EHC Plans which can run from Birth to 25 in accordance with the BANES Code of Practice. These replaced 'statements' and learning difficulty assessments.' Schools and parents/carers can apply for an EHCP via Bath & North East Somerset Local Authority SEND Department.

https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send/send-team-education-health-and-care-ehc-plans

Comets Resource Base

In 2023 Midsomer Norton Primary opened an SEND Resource Base 'Comets' for up to 10 pupils with specific learning difficulties (SPLD). SPLD are dyslexia, dyscalculia, dyspraxia & dysgraphia. Children who attend the resource base will have an EHCp and come mainly from the local area of BANES . The resource base offers prescriptive and target teaching in the morning and in the afternoon pupils join a mainstream class for other curriculum subjects. Children have bespoke, personalised timetables and Personal Learning Intention Maps (PLIMs) to build upon their strengths, interests and areas for development. The Local Authority consults with the school if they believe Comets can meet a child's needs and they cannot be met elsewhere e.g a mainstream class/school or specialist provision.

Who are the best people to talk to at Midsomer Norton Primary School about my child's educational difficulties and/or Special Educational Needs?

Your child's teacher(s) & Special Educational Needs Co-ordinator (SENDCO) will:

- Ensure that all children have access to excellent teaching and that the curriculum is adapted to meet your child's individual needs.
- Check on the progress of your child and identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with support staff or the SENCO as necessary.
- Develop SEN Support Plans (Assess, Plan Do, Review) and share and review these with parents at least 3 times a year and plan for future provision.
- Ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially adapted work and resources.
- Ensure that the school's SEND Policy is followed in their classroom for all the pupils with SEND.

Teaching Assistants

Teaching Assistants (TA) support pupils with SEND in the classroom and for interventions. For a pupil with exceptional special educational needs and/or disabilities this may be on a one to one basis.

How can I talk to them about my child if I need to?

You can contact your child's class teacher by telephoning or visiting the school to arrange an appointment.

As a school we recognise the importance of and welcome regular communication between parents/carers and school.

Special Educational Needs Co-ordinator

The SEN Coordinator (SENDCo), in collaboration with the Head of School, Executive Head teacher, Local Governing Body & Local Authority (LA) plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEND. This entails working closely with staff, parents and carers, and other agencies. The SENDCo also provides related professional guidance and training to colleagues with the aim of securing quality first teaching for all children, including those with SEND. The SENDCo, with the support of and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching.

This will be through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of children's achievements, as well as by setting targets for improvement. The SENDCo ensures that the learning for all children is given equal priority, and available resources are used to maximum effect.

The responsibilities of the SENDCo:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with the relevant teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Arranging and leading annual review meetings for children with Education,Health & Care Plans in place
- Liaising with parents of children with SEND
- Liaising with Early Years providers, other schools, Educational Psychologists,
- Health and Social Care professionals
- Being the key point of contact with external agencies, especially the Local Authority and its support services
- Working with the LA to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up-to-date
- Managing Teaching Assistants & interventions
- Contributing to the training of staff (e.g. Dyslexia Friendly School training)

SEND Governor

The SEND Governor is responsible for :

- Making sure that the school has an up to date SEND policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Reporting to the full governing body
- The SEND Governor is currently Samantha Hobbs

Head of School

The Head of School and SENDCO are responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND. They give responsibility to class teachers and teaching assistants but are still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with special educational needs and disabilities (SEND, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- They must also make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Following a graduated response appropriate to the needs of the individual child



- Ensuring that parents are:
  - ♦ involved in supporting your child's learning
  - ♦ kept informed about the support your child is getting
  - ♦ involved in reviewing how they are doing
  - ♦ part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology , advisory teachers for the visually impaired etc…
- Updating the school's SEND register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write SEN Support Plans (SPs) that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

How can I talk to them about my child if I need to?

You can contact your child's teacher, Head of School and/or SENDCO by telephoning or visiting the school to arrange an appointment.

How does Midsomer Norton Primary School know if children need extra help?

We know when children need help if:

- Concerns are raised by parents/carers, teachers or the child's previous school or pre-school
- A child's progress and/or attainment is significantly below age related expectations · there is a significant or prolonged change in the child's behaviour
- A child is struggling and finds it challenging to work independently
- If your child is not making expected progress or if there is another indicator of concern the school will discuss with you
- Further interventions or referrals to outside professionals are needed to support your child's learning

How we can work together, to support your child at home and at school

Sometimes a child may need some short-term help if there is a change in circumstances e.g a bereavement or family breakdown. Please talk to your child's class teacher, the Special Educational Needs Co-ordinator (SENDCO), or the Head of School.
At Midsomer Norton Primary School, **Norma Forster** is the SENDCO. Your concerns will always be taken seriously – your views on your child's development and progress are always valuable.

How will the curriculum be matched to my child's needs?

Our curriculum is adapted so that your child will be able to access their learning as independently as possible. This will develop their skills as learners and enable them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation, 'now and next' board, visual timetable, adapted resources and use of technology. Where a child has been identified with SEN, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily. At times your child may be supported by a teaching assistant who can help with explaining, repeating instructions, breaking learning down into manageable chunks, focus and attention.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all children. Financial assistance via the school's Pupil Premium allocation or other sources is available to ensure access for all to all activities where payment is needed. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service.

For activities out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity/trip.

How will Midsomer Norton Primary School staff support my child?

All children have individual needs. Children with SEND will get support that is specific to their individual needs. This may all be provided by the class teacher or may include:

- Other staff in the school e.g. our Thrive practitioner
- Working in collaboration with staff from dual placements where applicable
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SLIP) Service or Occupational Therapists (OT)
- An assessment by an Educational Psychologist or other specialists
- Working in 1:1 or small groups on a specific programme of work e.g. numeracy skills, literacy skills, nurture groups, learning mentor etc.
- Providing special equipment/resources as required to support your child's learning and development

The class teacher (sometimes with the SENDCO) will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENDCO.

Regular reviews of a child's progress are discussed at SEN review meetings. These will usually follow the format of the graduated response. The first part of this meeting is to look at the provision for the child and make decisions about the progress that the child is making. The second part is to make new plans & set targets and adjust the provision as necessary.
If a specialist professional works with your child, there may be recommendations that are made, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional expertise
- your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit
- ·a group or individual work with outside professional

How will I know how well my child is doing?

Class teachers are happy to discuss how well your child is doing; these discussions do not need to be limited to the regular SEN Support Plan meetings. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements.
All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home.

What specialist services can the school access?

We have access to a very wide range of specialist services as follows:
Comets Resource Base
Critchill Autism Outreach Service
SASS (Specialist Autism Support Service)
CAMHS
Services for Social Emotional & Mental Health needs e.g Mental Health in School Team
Nurture Groups
Learning Mentor/Thrive
Educational Psychologists
Occupational Therapists

School Nursing Team, Paediatricians and GPs
Social Care teams

Speech and Language Inclusion Partnership
Attendance & Welfare Support Services
Education Welfare Officer
Sensory Support Services
Physiotherapy
Parent Partnership
Play therapist
Ethnic Minority and Traveller Achievement Service
Ups and Downs

What support will there be for my child's wellbeing?

The school offers a range of pastoral support for children who are encountering emotional difficulties. This could be through speaking with a trusted adult, sessions with our school's learning mentor, 1:1 discussions with the class teacher or the SENDCO, regular 'monitoring' meetings with parents/carers, small group support (e.g. a nurture group or a friendship group) or may include a specific resource to support the child.

This academic year the school is working in partnership with the Mental Health in School Team (provided through the NHS) where children can be referred for support. The team also delivers assemblies to children and training for staff.

Sometimes the school will get support from elsewhere e.g the School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) or an organisation like 'Off the Record'.

For some children, it may be appropriate for an Early Help assessment and referral to support the wellbeing of a child and their family. This brings a team of professionals or services together to find the appropriate support for the child and family.

For children with medical or sensory needs, the school can access the disability team at the RUH in Bath as well as the Physical and Sensory team. This may lead to the assessment or support of, for example. a disability nurse or an occupational therapist.

Where appropriate, homework tasks may be adapted to suit the needs of individual children.

What training opportunities are there for staff supporting children with SEND?

It is the Head of School and SENDCO's job to support class teachers in planning for children with SEN and provide in-house training where possible and necessary. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How accessible is the school environment?

We will always do our best to meet individual needs, and we are always happy to discuss individual access requirements. We have toilets , a shower and changing facilities adapted for disabled users and wide doors in most of the school. Plans are made where necessary for children with disabilities to access all areas of the school and playground. As part of the annual review of school premises carried out by the LA, accessibility issues are always considered in light of any individual need.

How will Midsomer Norton Primary School support my child's transition to and from school?

Induction for all Early Years children takes place in Terms 5 and 6, and includes a number of half days in school, and an induction meeting for parents. Reception teachers also carry out home visits and visit pre -school settings to observe children and discuss their early years progress with pre-school staff. If your child joins the school in Reception, there may be transition funding available to support your child to settle into school.

For children who transfer mid-year, LA procedures are followed (see Admissions and Transport on the B&NES website). The LA's 'Local Offer' is available on the B&NES website.

Children will be given enhanced transition to secondary school if this is needed, this will involve extra visits individually or in a small group. For children transferring at the end of Y6, additional transition visits are arranged with the secondary school, and additional meetings between parents and SENDCOS are arranged as necessary. We will also make sure that all records about your child are passed on as soon as possible.

How will Midsomer Norton Primary School allocate resources to support my child's needs?

The school budget received from the Local Authority, includes money for supporting children with SEND. The Senior Management Team & SENDCO discuss all the information they have about SEND in the school, and decide what resources/training and support is needed.

SEND funding is usually allocated to employ staff and outside specialists and to buy resources and equipment.

Where a child has significant needs that the school feels that it cannot meet within its resources, the school can gather evidence and apply for a statutory assessment of the child, which may lead to further support being provided by the LA. Parents can also request that the LA carry out a statutory assessment of their child's needs. This is called and Education, Health & Care Needs Assessment

How is the decision made about what type and how much support my child will receive?

Each child is assessed individually and a personalised package of support put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes mean an increase of support and/or resources. Regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs which require support.

If a child joins from another school, information provided by the feeder school, along with our own assessments, will enable schools to allocate resources/support for the child.

How can I be involved in discussions about and planning for my child?

All parents are encouraged to contribute to their child's education. This happens through: · discussions with the class teacher – either formally at SEN review meetings and parent/ teacher consultations, or informally at the end of the day, for example. These discussions are really important – not least so that we know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing in school. This helps to make sure that we are doing similar things to support them at home, and we can share what is working well at home and in school.

Parents/carers will be involved in discussions with other professionals e.g. the SENCO, Speech Language Therapist, Educational Psychologist. Information from outside professionals is shared with you (either verbally or written reports or both) .

This may also happen through other means e.g. a home/school communication book, or TAC (Team Around the Child) meetings.

Who can I contact if I have a concern about SEND provision for my child?

If you wish to discuss any aspect of your child's education, in the first instance, please contact:

· Your child's class teacher
· The SENCO
· Headteacher
· The SEN governor

Please contact the school if you have any further questions. 01761412289