Longvernal Primary School

Special Educational Needs Information Report

Reviewed: October 2026

Special Educational Needs Co-Ordinator: Mrs Ruth Chilcott-Dean

Meeting SEND Needs at Longvernal

At Longvernal 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. We offer a well-balanced curriculum that both meets and exceeds the ambition of the National Curriculum. Our curriculum breadth reflects our community and our unflinching ambition for pupils' learning and personal development. Intent, Implementation and Impact reflect the permeation of our 'F-O-R-E-S-T' values throughout the curriculum and ethos of school life, both inside and outside of the classroom.

We use a variety of different tools, strategies and scaffolding adaptations to enable all children to access their daily learning. We are constantly seeking new ways to adapt and engage children with SEND in our learning environments and are committed to ensuring each and every child in our care is able to access the best possible support to achieve the best possible outcomes for them as an individual.

Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

Equal Opportunities and Inclusion

Through all lessons we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the needs of pupils to ensure inclusion and that all pupils are prepared for full participation in the multi-ethnic society that we all live in. We also measure and assess the impact regularly through the implementation of the graduated approach, alongside meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding.

Through appropriate inclusive curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches, resources and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage and own their behaviour and to take part in learning effectively and safely;

- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

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 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 direct 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 new Ofsted inspection framework

Children and Families Bill 2014 / SEN Code of Practice 2015

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable students and families. It underpins wider reforms to ensure that all students and young people can succeed, no matter their background. The Bill reforms the systems for adoption, looked after students, family justice and SEND.

The reform programme is set out *in Support and Aspiration: A new approach to special educational needs and disability: Progress and Next steps* by:

- Improving 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 BANES.

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

Teachers and Special Educational Needs Coordinator (SENDCo)

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering 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.
- Developing One Page Profiles, Pupil Passports or My Plans and sharing and reviewing these with parents/carers at least 3 times a year and planning for future provision.
- Ensuring 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.
- Ensuring 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 planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Specific Role of the SENCO

SENDCO – Ruth Chilcott-Dean
ruth.chilcott-dean@longvernal.mnsp.org.uk

The SEN Coordinator (SENCo), in collaboration with the Local Governing Body (LGB)/Local Authority (LA) plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEND.

The SENCo 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 SENCo also provides related professional guidance to colleagues with the aim of securing quality first teaching for all children, including those with SEND. The

SENCo, 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 SENCo 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 SEN policy
● Coordinating provision for children with SEN
● Liaising with the relevant teacher where a looked after pupil has SEN
● Advising on the graduated approach to providing SEN 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 EHC Plans in place
● Liaising with parents of children with SEN
● 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 SEN up-to-date
● Managing Learning Support Assistants
● Contributing to the training of staff (e.g. SASS training opportunities)

Learning Support Assistant

- A Learning Support Assistant (LSA), otherwise known as a Teaching Assistant (TA), may be allocated to a pupil with exceptional special educational needs and/or disabilities. Extra support or additional interventions may be timetabled throughout the school day.
- A LSA/TA supports the classroom teacher to enable teaching and learning and to ensure that work is differentiated appropriately.

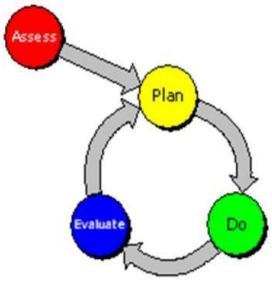
Inclusion and SEND Governor - Karen Fleming

The Inclusion and 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 Head Teacher and SENDCO is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. They give responsibility to class teachers and LSAs/TAs but is still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with special educational needs (SEN) and or disabilities, 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 etc.
- Updating the school's SEND record of need, (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 and review the personalized provision plan that specifies the support provision in place to enable 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 school staff about my child if I need to?

As a school we welcome regular communication between parents and school.

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

The SENDCO email address is: Ruth Chilcott-Dean – ruth.chilcott-dean@longvernal.mnsp.org.uk

How do staff at Longvernal 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, pre-school or nursery
- the 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 asks for help

If your child is not making expected progress or if there is another indicator of concern the school will discuss with you any concerns you may have

- any further interventions or referrals to outside professionals 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 Headteacher. At Longvernal School, the SENDCO is Ruth Chilcott-Dean (ruth.chilcott-dean@longvernal.mnsp.org.uk). 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 designed to match your child's needs by offering personalised learning which is differentiated according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential.

The classroom environment may also be adapted to suit individual needs e.g. providing a workstation, use of a wobble or wedge cushion/Theraband or a visual timetable. Where a child has been identified with SEND, their work will often be differentiated and scaffolded by the class teacher to enable them to access the curriculum.

Regular meetings also provide opportunities for parents/carers to discuss the curriculum with the class teacher.

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 where possible and subject to availability via the school's Pupil Premium allocation or other sources may be available to ensure access for 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 all activities out of school, a risk assessment is carried out and procedures, or reasonable adjustments, put in place to enable all students to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent/carer may be asked to accompany a child during the activity/trip.

How will Longvernal School staff support my child?

All children have individual needs. Children in school 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, including Learning Support Assistants/Teaching Assistants
- 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 Specialist Autism Support Service (SASS) or Sensory Service (for students with a hearing or visual need, e.g. Teacher of the Deaf)
- Staff who visit from outside agencies such as the Speech and Language therapy (SLIP) Service or Occupational Therapists (OT)
- Staff from counselling or mentoring support services such as Headstand or Creative Therapists
- 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, precision teaching, social skills 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 meetings. These will usually follow the format of the graduated response (assess, plan, do, review). 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 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
- Recommending 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 provision review and planning meetings. TAC meetings can be held (Team Around the Child) when needed to review and monitor progress. Some children may also have home/school communication books, so that parents/carers and teachers can monitor progress, record concerns or share achievements.

All reports from outside agencies are shared with you as parents/carers so that their ideas for support, strategies or resources may be used at home alongside school.

What specialist services can the school access?

We have access to a wide range of specialist services, such as:

- BANES SEND and AP Advice Line
- Bath Education Specialist Team
- Brighter Futures (Nurture Outreach Support)

- CAMHS
- Child Protection Officers
- Children Missing Education
- Creative Play and Music Therapist
- Counselling Services
- Educational Psychologists
- Education Welfare Officer
- ELSA Practitioner
- Headstand Mental Health PE Services
- Norton Radstock Primary Inclusion Panel
- Occupational Therapists
- Parent Support Advisor, Carole Macdonald (carole.macdonald@longvernal.mnsp.org.uk)
- Physiotherapy
- School Nursing Team, Paediatricians and GPs
- Sensory Support Services (e.g. Teacher of the Deaf)
- Social Care Teams
- Specialist Autism Support Service (SASS)
- Specialist Literacy Teacher Support
- Speech and Language Therapists and SALT Assistants
- Parent Partnership

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 'Circle Time', 1:1 discussions with the class teacher, SENDCO or PSA Carole Macdonald, regular 'monitoring' meetings with parents/carers, small group support (e.g. a nurture group or a friendship group) or may include a specific resource or referral to support the child. We also have interventions available with our fully trained ELSA practitioner, whom works under the direction of the BANES Educational Psychology team.

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 EHAF (Early Help Assessment Framework) to be used to support the wellbeing of a child and their family. An EHAF essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the 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 through Occupational Health. 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 Teacher or SENDCO's job to support class teachers in planning for children with SEN and provide in-house training where possible and necessary. 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. Continuous professional development is recognised with great importance at Longvernal Primary School and we use our best endeavours to ensure that our staff are as well informed as possible.

How accessible is the school environment?

We will always do our best to meet individual need, and we are always happy to discuss individual access requirements. We have toilet and changing facilities adapted for disabled users and wide doors in most of the school. 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. For further information, please refer to the Midsomer Norton School Partnership Accessibility policy and plan; alongside the Longvernal Accessibility Policy (reviewed September 2025).

How will Longvernal 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 an induction meeting with the parents, weekly sessions with the new children from half an hour to the whole morning, and one afternoon with parents/carers and children for a picnic. Reception teachers also 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. The school also offers an optional Home Visits where the Early Years team will visit parents and their children in the home environment. Sometimes the school will receive Transition Support Funding (TSF) which allows us to support individual children during their first year in school.

Additional visits to the school to meet key staff or to become familiar with the routines and layout of the school can be arranged with the Head Teacher during the summer term. This is done in liaison with the settings and the parents/carers and is tailored to meet the individual needs of the child.

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, in line with the Graduated Approach. For children transferring at the end of Y6, additional transition visits are arranged with the secondary school, and additional meetings between parents and SENCOS are arranged as necessary. We will also make sure that all records about your child are passed on as soon as possible.

If a child has a current EHAF (Early Help Assessment Framework), we ensure that all professionals are involved in supporting the transition process.

Admission Arrangements for Pupils with Disabilities

Longvernal supports pupils with a wide range of SEND. We pride ourselves on being an inclusive setting. We regularly review and evaluate the breadth and impact of support we offer and that all pupils with disabilities or special educational needs can access. The arrangements for the admission of pupils with Special Needs or disabilities to gain admission to join as a pupil at Longvernal Primary School, falls within our duties under the Equality Act 2010 and are the same applied to all pupils. In the first instance, admission is arranged by application to the Local Education Authority (BANES). If successful in your application, Longvernal will receive notification that your child has been allocated a place. Consults for a place at Longvernal for children with an EHCP will be liaised directly through the BANES SEND Practitioner and with the SENDCO and Head Teacher.

Longvernal Primary School will take active steps to prevent pupils with disabilities from being treated less favourably than other pupils. We are a 'family' and will ensure that each child feels they are treated equally and with respect. We have a duty to prevent discrimination, promote equality of opportunity and to foster good relations. We will do our best to ensure that we at Longvernal, help all pupils with disabilities to access the school, through reasonable adjustments and access to tailored support systems and provision (including access to external provision of auxiliary aids, services for disabled children and expertise). This we feel, will help create an inclusive learning environment where no child is left to feel disadvantaged because of a disability. This means that in practise, we maintain that all classroom activities (indoors and outdoors) as well as extra-curricular activities are open and available to all pupils, including those with a disability or SEND. Physical resources are organised by the SENDCO to ensure children with disabilities are given access to the physical environment, learning facilities and additional services.

Please see Longvernal's Accessibility Plan and the MNSP Accessibility Plan for additional information.

Inclusion Maintenance Fund (IMF)

Inclusivity is a core principle of practice at Longvernal. This is achieved through adaptive teaching methods, learning environments and policies so that every student – including those with SEND, EAL or disadvantaged backgrounds, can participate, learn and feel that they belong.

The inclusive mainstream fund (IMF) from the Department for Education (DfE) provides additional funding to support schools to become more inclusive. Schools must use their IMF allocation alongside their core funding allocations, including their notional special educational needs (SEN) budget, to strengthen their inclusive offer and remove commonly occurring barriers to learning and participation for all pupils, including those with special educational needs and disabilities (SEND). This should include taking meaningful steps to:

- plan and implement inclusive universal provision
- support the delivery of early, evidence-based targeted support for pupils with additional needs and SEND

Longvernal will use the IMF to support:

- inclusive universal provision;
- early identification and intervention;
- high-quality adaptive teaching;
- removal of barriers to learning and participation;
- improved access, engagement, attendance and belonging;
- evidence-informed targeted support for pupils with additional needs;
- stronger staff knowledge and confidence in inclusive practice; and
- continuous improvement of the school's inclusive culture, practice and environment.

The Seven Principles of Inclusion

The DfE requires IMF expenditure to align with its seven principles of inclusion. Schools do not need to allocate funding across all seven principles. They should identify the areas that are most relevant to their cohort and where evidence indicates that investment is likely to have the greatest impact.

1. Ambitious Leadership and Governance

Embedding inclusion as a responsibility shared across school leadership, governance and the wider school community.

Examples may include:

- Using Trust and specialist expertise to strengthen provision, for example working with the Trust SEND Network team, specialist teachers or other schools to review an identified area of need. strengthening leadership capacity and staff understanding of inclusion;
- using inclusion, attendance, behaviour and attainment information to identify barriers;
- evaluating the impact of inclusion initiatives.

2. Evidence-Based Support Prioritising Early Intervention

Identifying commonly occurring needs early and developing effective responses before barriers become more significant.

Examples may include:

- evidence-informed approaches to communication and language;
- Implementing a small number of well-chosen interventions that address identified barriers, with clear entry points, intended outcomes and regular evaluation of impact. targeted support for emotional regulation;
- staff training in evidence-informed approaches.

Support should not depend on a formal diagnosis or EHCP where a pupil's needs can be appropriately addressed through inclusive mainstream provision.

3. High-Quality Adaptive Teaching and Curriculum Designed for All Learners

Strengthening teachers' ability to plan and deliver an ambitious curriculum that is accessible to a diverse range of learners.

Examples may include:

- professional development in adaptive teaching for example, flexible grouping, scaffolding and using technology to support pupils with SEND
- development of accessible curriculum resources;
- developing approaches to reduce cognitive, language or sensory barriers; and
- improving consistency in classroom-based inclusive practice.

4. Enriching Provision

Ensuring that pupils can participate fully in the wider life of the school.

Examples may include:

- improving access to clubs and enrichment;
- removing barriers to participation in educational visits and activities;
- funding for staffing for subject teachers to develop their curriculum to extend the enrichment offer around the core curriculum

5. Safe and Respectful Culture: Belonging and Participation

Developing school environments in which pupils feel safe, valued and able to participate in learning.

Examples may include:

- developing inclusive approaches to behaviour and regulation;
- strengthening belonging and participation;
- developing calm and supportive spaces where evidence indicates a cohort need;
- staff development around relational and inclusive approaches; and
- approaches that support attendance and engagement.

6. Strong Partnerships with Families and Wider Services

Strengthening collaboration between schools, families, pupils and relevant professionals and services.

Examples may include:

- developing effective parent-carer engagement;
- strengthening partnership approaches with specialist services;
- developing staff understanding of external support pathways; and
- working effectively with Trust and external specialists, ensuring advice is translated into practical strategies that can be implemented within the school.

7. Inclusive Environments and Continuous Improvements to Accessibility

Using evidence-informed approaches and resources to ensure that the school environment supports access, participation and learning.

Examples may include:

- improving classrooms, corridors and other high traffic spaces to meet a range of sensory needs, such as improving acoustics, lighting, temperature and removing visual clutter and distractions
- improving transition into new environments, using advance visits, photographs, familiarisation activities or phased approaches where appropriate. providing non-capital resources that reduce identified barriers; and
- developing staff understanding of how the existing environment can be used more inclusively.

Please see our Inclusion Strategy for further information on inclusivity at Longvernal and the implementation of the IMF across the school.

How will Longvernal School allocate resources to support my child's needs?

The school's budget includes money for supporting students with SEN, referred to as the 'notional SEN budget'. The school's Senior Leadership Team, in conjunction with the School Finance Manager, decide on the allocation of the total budget for special educational needs in consultation with the school governors.

The Senior Leadership Team discuss all the information they have about SEN in the school, and decide what resources/training and support is needed. SEN funding is usually allocated to employ staff and out- side specialists and to buy resources and equipment.

Where a child has significant needs that the school feels that it cannot meet, or no longer meet, the school applies 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 may lead to the implementation of an Education, Health and Care Plan (EHC) leading to recommendations for provision, further support and possibly additional funding being provided by the local authority. The local authority SEND team make the final decision over additional funding allocation for pupils with EHCP's.

Some children with identified educational needs are entitled to special access arrangements for all their public examinations. Support may include: use of a separate room, a reader, extra time, supervised rest-breaks and use of a prompt, word processor or a scribe. Children are assessed and appropriate support is put in place if needed.

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/carers are encouraged to contribute to their child's education. This happens through:

- Discussions with the class teacher. 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.
- 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.

Children with an EHCP have a statutory Annual Review meeting. Parents/Carers and other relevant professionals are formally invited to these meetings and all paperwork relating to the meeting is sent by post, secure letter packs via the child or secure email.

Who can I contact for further information?

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

- Your child's class teacher
- The SENDCO – Ruth Chilcott-Dean (Working days: Tuesday, Wednesday and Friday)
- Head Teacher – Chrissie Brain
- The Inclusion and SENDGovernor – Karen Fleming

Please contact the school if you have any further questions.

Last Update: Reviewed and Amended October 2026

Next Update Due: Term 1 – October 2027

We hope that complaints about our SEND provision will be rare. However, if there should be a concern, the process outlined in the school 'Complaints Policy' should be followed.