Spaxton CofE Primary School

'Together we flourish and achieve'

SEND Information Report

DATE: September 2026
POSTHOLDER RESPONSIBLE: Rebecca Skews (SENDCo)
AUDIENCE: Staff, parents, pupils
REVIEW DATE: September 2027

Special Educational Needs and Disabilities (SEND) Information Report

'Together we Flourish and Achieve'

Our SEND Commitment
At Spaxton CofE Primary School, we are committed to inclusive practice and removing barriers to learning so that every child can flourish and achieve.

We recognise that all teachers are teachers of children with SEND and are responsible and accountable for the progress and development of all pupils in their class, including those who access additional support.

We follow:

- The Children and Families Act 2014
- The Equality Act 2010
- The SEND Code of Practice (0-25 years)
- Somerset's Graduated Response Framework.

We work collaboratively with children, families, staff and external agencies to ensure that every child receives the support they need to achieve positive outcomes and develop independence, confidence and resilience.

Somerset's Graduated Response Framework
All children and young people attending a mainstream school are entitled to access high-quality inclusive teaching and ordinarily available provision which meets a wide range of needs.
At Spaxton Primary School, provision is guided by Somerset's Graduated Response Framework and Ordinarily Available Inclusive Provision. The majority of pupils' needs are met through:

- Quality First Teaching
- Inclusive classroom practice
- Reasonable adjustments

Some children and young people may require additional support through SEND Support.

This support is planned through the graduated response of:
Assess - Plan - Do - Review (APDR)

This process ensures that support is carefully matched to individual need and evaluated regularly to ensure it is having a positive impact.
A small number of children with the most complex needs may require specialist support and may have an Education, Health and Care Plan (EHCP).

How does the school know if a child needs extra help and what should I do if I think that my child may have Special Educational Needs and Disabilities (SEND)?

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and Disabilities (SEND)?	In the first instance, make an appointment to speak to your child's teacher. As part of the school's graduated response the Class Teacher may suggest that you make an appointment to meet with our Special Educational Needs and Disabilities Co-ordinator (SENDCO) Rebecca Skews Make an appointment to meet our Head Teacher Rachel Rood Our aim is always to listen to your views and support you and your child in the best way possible.
How do you identify children with SEND?	Parents/carers – may raise concerns regarding their child with the class teacher. These concerns will be recorded and explored with any outcomes reported back to you. Teachers – may identify children by making observations of the child, analysing assessment data or by noticing a lack of progress in an area of the curriculum. This will inform decisions regarding provision and will form the basis of discussions at termly pupil progress meetings with the SENDCO/Head Teacher. Transition documents from Early years settings/KS1/previous schools/conversations with previous staff.

	SENDCO – will work alongside both the parent and the teacher to identify the child's needs and to support the teacher in gathering information about the child's progress, attainment and behaviour. Where appropriate specific assessment tools may be used by the SENDCO to identify specific needs. External Agencies – where further advice is needed external agencies may be invited in to carry out more detailed and specialised assessments with the consent of the parent/carer.
How will I be able to raise any concerns I may have?	You can always speak to the class teacher about concerns that you may have. You can ring the office to arrange a meeting with your child's teacher or Mrs Skews, the SENDCo.
How will the school let me know if they have any concerns about my child's learning in school?	Your child's teacher will ask to speak to you about any concerns that they may have, to gain a history and your own insight into your child's learning needs.
Who should I contact if I am considering whether my child should join the school?	We always encourage you to visit the school, have a tour of the grounds and classrooms, as well as meet staff and the Head Teacher. Contact the school office on 01278 671409 or office@spaxton-get.co.uk to arrange a visit to the school.
What support do we have for you as a parent of child with a SEND?	The class teacher and SENDCo will give you support and advice on how best you can support your child. The school also has access to a range of specialists to whom you can be referred in order to receive specialist support.

How will school staff support my child?

What are the different types of support available for children with SEND in this school?	**Provision for all** All pupils benefit from high-quality teaching. Our staff use evidence-informed approaches including: • Explicit instruction • Scaffolding • Flexible grouping • Cognitive and metacognitive strategies • Appropriate use of technology • Retrieval practice and small-step learning Quality First Teaching remains the foundation of support for all learners. **SEND Support** Children identified as requiring additional support beyond high-quality teaching will receive SEND Support. SEND Support may be provided under one or more of the four broad areas of need identified within the SEND Code of Practice: • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health (SEMH) • Sensory and/or Physical Needs Children receiving SEND Support will have a SEND Support Plan which is reviewed regularly through the Assess, Plan, Do, Review cycle. Parents, carers and pupils are actively involved in identifying strengths, needs, desired outcomes and the support required. **High Needs (**The SEN Code of Practice 2015). The pupil has been identified as having more complex needs requiring very specialist support in school and guidance from a professional agency outside the school. The pupil has specific barriers to learning that cannot be overcome through Universal Support and High Quality Teaching, intervention groups and specific support and additional funding is required to meet their needs.

	Specified Individual Support This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified as needing a particularly high level of individual or small group teaching. Children with an EHCP may have access to additional funding and/or a personal budget as appropriate. It is likely the child has severe, complex and lifelong learning needs. Usually your child will also need specialist support from a professional outside the school.
Who will oversee and plan their education support?	The class teacher is responsible for and will oversee, plan and work with each child in their class who has SEND to ensure that progress is made in every area of their development. Sometimes a Teaching Assistant may need to work with your child in a 1:1 situation. These will be specific and targeted activities and you will be informed if and when these will happen. Our SENDCO Rebecca Skews has a strategic role in supporting teachers to oversee all the work and progress of any child requiring additional SEN support across the school Occasionally it is necessary to involve outside agencies when supporting your child. Parental permission and written consent is always sought and parents are very much involved in discussions with professionals.
Which professionals might be working with my child and what are their roles?	Your child will spend most of their time in class working with their teacher or the class TA (Teaching Assistant). They will support your child's learning and ensure that their needs are being provided for. Sometimes TAs will work 1:1 with your child offering more specialist programmes E.g. Speech therapy. You will be informed if this is going to happen.
Who will explain this to me?	Your child's class teacher will explain the support that they are receiving.
How are the school governors involved and what are their responsibilities?	We have a designated SEND governor, Mr Andrew Watson, who is responsible for overseeing the special educational needs provision within the school. There is regular liaison with the SENDCo, making school visits to monitor provision and learning of children with identified SEND.

What are the school's approaches to differentiation?	Work is pitched across the range of children's abilities and interests, from special needs to high ability. Our mastery curriculum promotes all moving along together. Reasonable adjustments are embedded in our planning reflected in different activities or the same activity but with an open-ended outcome. We use TA support, pre-learning and multi-sensory methods of learning to ensure that all learning styles are catered for. Sometimes adaptations are by the resources a child is given to support their learning.
How will that help my child?	All individuals are considered and catered for through a curriculum that is personalised and pitched at the appropriate level. This allows access to learning in all subjects for all children. We believe that the right levels of challenge lead to success, which in turn leads to progress.

How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss his/her progress with staff?	The class teachers are available to discuss progress and parents are encouraged to arrange an appointment whenever concerns arise. The class teachers meet with parents during the autumn and spring parents' evenings to discuss progress and attainment. If your child receives SEND Support or has an EHCP, you will be invited to termly Assess, Plan, Do, Review (APDR) meetings where progress towards agreed outcomes is reviewed and future support is planned. Parents and carers are valued partners in the graduated response process and their views are considered alongside those of staff, external professionals and the child. Children with an EHCP also participate in an Annual Review meeting to evaluate progress and plan future provision.
How does the school know how well my child is doing?	There is an on-going dialogue between teachers, teaching assistants and the SENDCo about the progress of all children. Pupil Progress Meetings are held termly where teachers discuss the progress of children within their class with the Head Teacher.

	The leadership team within the school monitor teaching and learning across all classes throughout the year. We hold on-going assessments of English, Maths and progress is tracked at the end of each term.
How will I know what progress my child is making?	We hold parents' evenings in the autumn and spring terms and an end of year report is sent home in the summer term. If your child has an ECHP, then we also hold termly Assess, Plan, Do, Review (APDR) meetings with the class teacher, support staff, pupil and parents.
What opportunities will there be for regular contact about things that have happened at school?	Class do-jo allows for daily contact directly with the class teachers. If a longer chat is needed these can be arranged at a time that is mutually convenient.
How and when will I be involved in planning my child's education?	If your child is on the Special Educational Needs Register this will be discussed as part of the parents' meetings with the class teacher. If your child has a high level of special educational need then you will be invited to an Annual Review meeting each year where you can be involved in planning targets for your child. Your views and input are essential at these meetings and a parent views form will always be sent out alongside the letter about upcoming APDR meetings for your child. Children and young people are encouraged to contribute their views about their learning, support and wellbeing. Their aspirations, strengths and areas of concern are incorporated into planning and review meetings wherever appropriate.
Do you offer any parent training or learning events?	We aim to have three workshop sessions throughout the school year aimed at supporting parents to help their children with reading, writing and maths. If specific training is required come in and discuss this with us and we can point you in the right direction.

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

What is the pastoral and social support available in the school for children with SEN and disabilities?	We recognise the importance of positive mental health and emotional wellbeing alongside academic achievement. Some children may experience Social, Emotional and Mental Health (SEMH) needs which can affect learning, attendance, relationships and engagement in school life. We work closely with families and external agencies to identify barriers and provide appropriate support. There are calming and nurturing spaces available across the school where children can access support and regulation strategies to help them feel ready to learn. Where additional support is required, we may work with families to complete an Early Help Assessment (EHA) and involve relevant services to support the child and family.
What is the medical support available in the school for pupils with Special Educational Needs or Disabilities? **How does the school manage the administration of medicines and personal care?**	We liaise closely with the school nursing team, as well as consulting with other professionals who can offer advice and support. E.g The PIMs team (Physical Impairment and Medical Support Team) We have a number of First Aid trained staff. We ensure staff are trained appropriately to support specific needs, e.g. intimate care, allergies Where necessary, pupils have Personal Emergency Evacuation Plans (PEEPs) to ensure all pupils are kept safe in the event of an evacuation If your child needs to take medicines for a short period of time only then a medical form will need to be filled in. These are available from the school office or in the classrooms. If medication is required for longer periods, you will need to meet the SENDCo where a medication form/risk assessment will need to be completed. Where medication is administered, staff record details of administration carefully. If your child has more complex medical needs, then you will need to discuss those needs with the SENDCO as an individual medical plan/risk assessment may need to be produced for your child. In some cases, specialist training may also be required for the staff who will be supporting your child. This can be provided by specialist community nurses and other medical agencies.

What support is there for behaviour, avoiding exclusions and increasing attendance?	We have a clear behaviour policy well implemented by all staff at Spaxton. We recognise that behaviour can be evidence of an unmet need so we record challenging behaviours and if needs be, begin steps to help identify the underlying need of the child. The dojo points system and celebration worships reward good behaviour. There is a clear system to manage inappropriate behaviour- warning, reminders and time out. Where necessary there is a clear scale of sanctions for children whose behaviour remains unchanged. We liaise closely with parents and where necessary set up an individual behaviour plan in consultation with parents, alternative provision can be sought further meeting the needs of the child. Regular meetings with parents will take place to ensure that any changes are taken into account. We recognise that attendance difficulties may sometimes be linked to special educational needs, disabilities or underlying emotional wellbeing needs. Where attendance concerns arise, we work collaboratively with children, families and external agencies to identify barriers and implement supportive strategies which enable pupils to attend school successfully.
How will my child be able to contribute his or her views?	'Pupil voice' interviews form part of our monitoring process where small focus groups of children give their views on a variety of topics to the Leadership Team and Subject Leaders. The school Ethos committee invite the children to suggest improvements to the school through regular meetings, where they can share their ideas and discuss any concerns The SENDCo and/or class teacher and/or TA will meet with pupils in order to get their views either during or before an APDR (Assess, Plan, Do, Review) meeting.

What specialist services and expertise are available at or accessed by the school?

Are there specialist staff working at the school and what are their qualifications?	Our SENDCo, Rebecca Skews, holds a Bachelor of Education degree and the National Award for SEN Coordination (NASENCO). The SENDCo engages in ongoing professional development to maintain and develop expertise in SEND leadership and inclusive practice. We have Crisis Prevention Intervention (CPI) trained staff. We have staff trained to deliver a range of specialist interventions, including Emotional Literacy Support (ELSA).
What other services does the school access, including health, therapy and social care services?	As a school we work closely with any external agencies which we feel are important to support your child's needs within our school, these include; • The Educational Psychology Service • Learning Support Service • Autism and Communication Service • Physical Impairment and Medical Support Team • Hearing Support Team • Vision support Team • Speech and language Therapist • Occupational Therapist • Paediatric nursing team • PFSA/Team around the school (TAS) • Social Services

What training have the staff supporting children and young people with SEN and disabilities had or are having?

SEND continues to be a regular feature of staff professional development.
Training may include:

- SEND Code of Practice implementation
- Adaptive teaching and inclusive classroom practice
- Autism awareness
- SEMH support
- Attachment and trauma-informed approaches
- Little Wandle phonics
- Speech, language and communication needs
- Safeguarding
- CPI training
- Medical needs and intimate care
- Moving and handling
- Assistive technology and reasonable adjustments

Staff training is reviewed regularly to ensure provision reflects the needs of pupils attending the school.

How accessible is the school and how will my child be included in activities outside the classroom, including school trips?

Is the building fully wheelchair accessible?	All areas of the school are fully wheelchair accessible with widened doorways and ramps. See accessibility plan
Have there been improvements in the auditory and visual environment and are there disabled changing and toilet facilities?	The school site is wheelchair accessible with a large disabled toilet.

How does the school communicate with parent carers whose first language is not English?	We have access to the Ethnic Minority Achievement service (EMAS) who are able to give us support in communicating with parent carers whose first language is not English.
Will he/she be able to access all of the activities of the school and how will you help him or her to do so?	We believe in full equality for all children and, as such, all children are enabled to participate in all school activities. When planning trips, teachers ensure that the needs of all children are taken into account and that the trip will be suitable for all. A risk assessment is completed before any off site activities. This ensures that everybody's Health and Safety is not compromised. At times we may ask for parents or carers to attend off site visits to support with the care of their child.

How will the school prepare and support my child to transfer to a new school or the school/college/next stage of education and life?

What information will be provided to his or her new school? How will you support the new school to prepare for my child?	We provide the new setting with information on current levels of achievement in reading, writing, maths and science as well as current reading and spelling ages. The SENDCo liaises with the SENDCos from other schools as appropriate. She meets with the SENDCo of the secondary school in the autumn term to discuss pupils in Year 6 who need additional support and invites them to attend Annual Reviews. In the spring there is a further meeting and the individual needs of the children are discussed and transition plans and additional visits are agreed. In addition, we forward any reports written by specialists and any assessments that have been undertaken on the child. We also inform them of current provision and needs.

How are the school's resources allocated and matched to children's needs and how is the decision made about what type and how much support my child will receive?

How is the school's SEN budget allocated?	Every school is allocated an amount of money for each child on roll. In addition to this there is a formula applied to each school to calculate how many children with special educational needs there should be and another sum of money is allocated to give support for these children. Children with an Education Health Care plan will have an additional funding made available to them in order for the school to support and provide for their needs.
Can you describe the decision making progress about how much support my child will receive? **Who will make the decision and on what basis?** **Who else will be involved?** **How will I be involved?**	Like all schools in Somerset, Spaxton operates a graduated response to SEND in line with Somerset's Graduated Response Framework. High-quality inclusive teaching is the first step in responding to pupils who have, or may have, SEND. Where a pupil is not making expected progress, teachers work collaboratively with parents, carers and the SENDCo to identify barriers to learning and implement appropriate support through the Assess, Plan, Do, Review process. Support is reviewed regularly to ensure it is having a positive impact on outcomes. Decisions regarding provision are based on: • attainment and progress information; • teacher assessment; • parent and pupil views; • observations and assessments; • advice from specialist professionals where appropriate. For pupils with complex needs, an Education, Health and Care Plan (EHCP) may be considered where evidence demonstrates that support beyond SEND Support is required.
How does the school judge whether the support has had an impact?	We closely monitor the progress of every child in the school and only use intervention programs that are evidence based, well researched and measurable.

	We use pre and post intervention data which include test results, questionnaires, observations and discussions. We liaise with the pupil, parents and teachers together to discuss the impact.