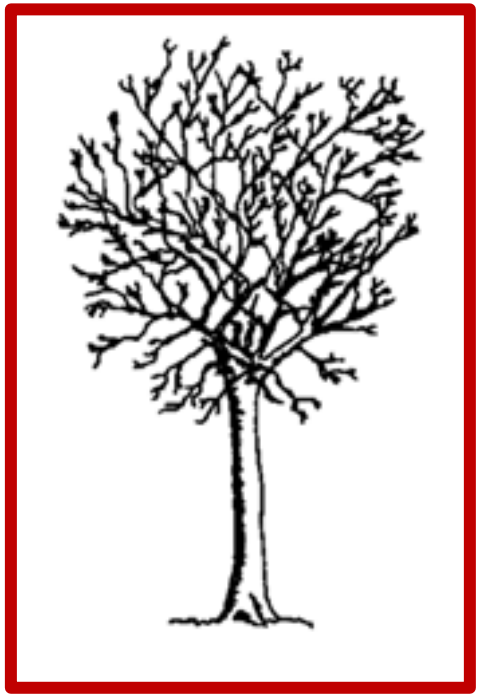
Puriton Primary School

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT



'Aspire…Believe…Achieve'

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Introduction

At Puriton Primary school, we welcome everybody into our school community. It is a primary aim of our school that members of our community feel valued, with each person treated fairly and well. Our principles are based upon mutual trust and respect for all. The staff, governors and parents work together to make Puriton Primary a happy, welcoming place where the children are encouraged to achieve their full potential in all that they do. Our staff and governors are committed to providing each child with a creative and engaging education, which inspires confidence and resilience with a love of learning. With the support of parents, we challenge and encourage children to thrive and achieve as individuals, preparing them to be successful, compassionate and responsible citizens of the future.

In order to achieve this, Puriton Primary School actively promotes equal opportunities for all learners whatever their age, gender, ethnicity, disability, attainment and background. We pay close attention to the different groups of children within our school, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

All children are able to access an education in which their unique and special qualities are recognised and celebrated within the many aspects of school life.

Our SEND provision works alongside Somerset's Graduated Response Tool, which sets out barriers to learning and the strategies and provision that could be in place to support children and young people.

Our most recent inspection was in May 2023 the full report can be downloaded from Ofsted's website by visiting the following site.

10256609_-_Puriton_Primary_School_-_144436_Final_PDF.pdf



Somerset's Graduated Response Tool

Quality First Teaching underpins all education provision. With Quality First Teaching children's needs are met in the classroom through highly focused and well planned personalised teaching with high expectations for all learners. Somerset's Graduated Response Tool has been created to support all users to understand the Graduated Response to Special Educational Needs in the context of current legislation. The document makes it clear 'what to expect' in terms of what is provided and is written for parent carers, children and young people, school staff and those who provide services to families.
The tool sets out the provision that is ordinarily available in Somerset schools at both the Universal and Special Educational Needs (SEN) Support levels.



Further information on the Graduated Response can be found here:
Somerset's Graduated Response Tool

How will the school know if my child needs extra help?

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education (DfE):

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

If your child has SEND then their needs will fit into one or more of these areas. A school's provision for SEND is defined as support which is additional to or different from that which is accessed by all children.

At Puriton Primary, we aim to ensure that our pupils have access to a broad and balanced curriculum, which is delivered through Quality First Teaching. All of our pupils are carefully monitored against age related expectations for their year groups, termly.

Rigorous assessments are completed by class teachers throughout the year. This includes ongoing day-to-day assessments (following each lesson) as well as more formal written assessments at the end of units of work or the end of term. Any child who is not making expected progress is discussed at pupil progress meetings which take place.

Children who are showing difficulties before the formal data reporting may be raised earlier than the pupil progress meetings, where strategies will be discussed for additional support to be put in place. Some pupils will then access either individual or small group support to try and narrow the gaps in their learning. This will be planned by the class teachers and delivered either by them or our teaching assistants.

If the lack of expected progress continues to cause concern, the class teacher and SENCO may decide further analysis of difficulties is necessary. This may include class teacher observations or more detailed assessments carried out by our SENCO.

If an area of difficulty is identified, it may be appropriate to target this with an Individual Education Plan (IEP). The class teacher will discuss this with parents and the SENCO may be a part of this initial meeting. Targets will be set by the teachers in consultation with the child and parents. These will have clear expectations of outcomes which can be best achieved through focused work both in school and at home.

Parents are welcome to arrange a meeting with the SENCO at any time to discuss their child's needs and planned intervention strategies. Support offered may include some individually targeted help, or it may involve adjustments to the classroom support.

Transitions into school will also provide key information regarding the level of support which might be needed in order to effectively support children. Where transitions into the school take place, there will be close liaison with nurseries/pre-schools or previous schools in order to gather information needed to ensure that the child's needs are understood and supported as quickly as possible.

What should I do if I have concerns about my child?

If a parent feels that their child has a special educational need, they should first raise the concerns they have with the class teacher. The SENCO can also be consulted and appointments can be made via the school office or by emailing: SEND@puritonprimaryschool.org.uk . The SENCO, Katie Williams, benefits from being in school full time and has a clear overview of the school in her additional role as Deputy Head.

If you tell us that you child has SEND, we will discuss this with you and investigate. We will share with you what we find out and agree with you what we will do next and also what you can do to help your child.

If there are concerns that your child has SEND, they will, in the first instance, be added to a cause for concern list. This will mean that extra support is put in place and the impact of that support will be closely monitored. If after this support your child is identified as having SEND, their name will be added to the SEND register and a Special Needs Individual Plan (SNIP) put in place.

We recognise that your child's needs may change over time and provision will reflect that. Class teachers, SENCO and other professionals will follow the cycle of Assess, Plan, Do, Review to ensure your child's changing needs are met. This means that your child may be removed from the SEND register if appropriate. However, if needed, they can always be re-added at a later date.



How will school support my child?

Our SENCO oversees all support and progress of any child requiring additional help across the school. Support and intervention varies and will be based on your child's individual needs.

All children have targets which are set by their class teachers based on their individual learning needs. Some children with SEND may need additional and more specific targets to meet their needs.

Support and intervention at our school includes;

Class teacher input, via Quality First Teaching.

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different styles of teaching are in place, so that your child is fully involved on learning in class. This may involve an approach such as using more practical learning.
- Specific strategies (which may be suggested by the SENCO) are in place to support your child in their learning.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their learning/understanding and needs some extra support to help them make the best possible progress.



Specific group work
Small group intervention which may take place in the classroom or in a quiet area of the school. This can be implemented by a teacher or teaching assistant and may include precision teaching techniques or reinforcement of specific learning objectives.

Targeted 1:1 support
Specific sessions targeted to the child's specific needs. These may follow a pre-set intervention such as Individual Literacy Intervention (ILI) or may be tailored to meet the child's specific learning needs. Again, these will either be delivered by the class teacher or a teaching assistant.

Specialist intervention overseen by outside agencies
This means that a pupil has been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority Support Services, such as the Autism and Social Communication Team, Learning Support Team, Educational Psychology Services, etc.

You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist, Occupational Therapist or Educational Psychologist. This will help the school, and you, to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with the school and your child to understand their needs and make recommendations as to the ways your child is given support.

SOMERSET County Council

Support Services for Education

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What specialist services and expertise are available to support your child?

We work closely with any external agencies that support individual children's needs. These may include: Educational Psychologist, Speech and Language Therapist, Occupational Therapist, GPs, Paediatrician, Learning Support Service, Autism and Social Communication Advisory Service, Physical Impairment and Medical Support (PIMS), Child and Adolescent Mental Health Service (CAHMS) , Physiotherapy, SENITAS, Vision Support Team and Hearing Support Team, as well as others. We also work with a range of further services including Family Intervention Services (FIS) and Children's Social Care.

If it is decided that your child may benefit from specialist guidance and support, then they will be referred by the SENCO. Before this, an Early Help Assessment meeting will take place where the available help will be discussed.

Somerset Partnership

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CAMHS Child & Adolescent Mental Health Services

Education Health Care Plan (EHCP)

When a child is demonstrating a significant cause for concern, or their learning need is more complex and persistent than can be met by the interventions already in place, a statutory assessment will be considered. The EHCP incorporates all information about the child from birth. If a statutory assessment is required, the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's (Somerset County Council) Provision Panel.

How will the school's resources be allocated and matched to my child's special educational needs?

We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available. Most of our budget is used to provide additional support staff. Most children with a SNIP access what they need through small group work, which is often delivered by teaching assistants (TAs). This changes termly as a result of the Assess-Plan-Do-Review process.

Children who have higher needs may have individually targeted teaching assistant support to achieve their learning. This again, is supported through the SEND budget.

A few children will have more severe needs. This might be supported through 'Top Up' funding from county which has to be applied for by the school and is allocated after a rigorous screening process, supported with explicit evidence to match the banding criteria. If this funding is provided, it will be used to best support the child's needs through either further additional adult support or through targeted resources. This will be decided on an individual basis.

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

The Class Teacher, SENCO and Headteacher will discuss your child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential.

How will the school judge what impact the support has had on my child?

- As a school, we measure children's progress in learning against national age related expectations (ARE).

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, which include some standardised tests, as appropriate.

- Children who are not making expected progress are identified through the termly assessment pupil progress meetings report form. The senior leadership team (Headteacher, SENCO, English Leader and Maths Leader) analyse the data and identify pupils who are not on track to make expected progress. Discuss with the class teacher will take place about those pupils who are experiencing difficulties and what further support can be given to aid their progress.



What opportunities will there be to discuss my child's progress and who will explain my child's needs and progress to me?

We aim that your child's education should be a partnership between pupils, parents and teachers. Therefore, we aim to communicate with you regularly. Class teachers are the first port of call and will be able to meet with you, at a time arranged to suit all parties, as needed. They are the main source of information regarding your child and will be able to update you on the day-to-day needs and outcomes of your child.

You will have the opportunity to meet more formally with your child's class teacher and/or the SENCO at parents' evenings in the autumn and spring terms, to discuss your child's needs, support and progress. The SENCO is currently available for appointments to meet with parents on Mondays, Tuesdays and Wednesdays. These should be made through the school office.

Some children will receive support from outside agencies. Again, there may be meetings with parents where there will be the opportunity to discuss specific needs and strategies to support your child. These will often be attended by both the class teacher and the SENCO.

In some cases, if the pupil has a significant Special Educational Need or Disability, the school will hold an Annual Review meeting. You will be invited to attend with the SENCO, Class Teacher, Teaching Assistants and any other professionals involved in your child's care. Here, your child's progress will be reviewed and new targets set.

How will you help me to support my child's learning?

The Class Teacher or the SENCO can offer advice and practical ways that you can help your child at home.

If necessary, the Class Teacher can provide a home/school communication book which your child will bring home daily so that comments from teachers and parents can be shared.

Recommendations from external agencies e.g. speech and language therapist, will be shared with you so that strategies can be implemented at home as well as in school. This may be in the form of a therapy care plan.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- We have a caring, understanding ethos and are an inclusive school. We welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all of our vulnerable pupils are known to all staff.
- The Class Teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Therefore, this should be your first point of contact. If further support is required, the Class Teacher liaises with the SENCO for further advice and support.
- Some children are invited to a weekly, morning toast club where children have the opportunity to share and talk with one of our Teaching Assistants, in a calm, supportive, welcoming environment.
- Staff members are available to support pastorally. This support will be tailored to meeting the individual needs, sometimes using Talkabout resources.
- Medical needs are sometimes recorded in Health Care Plans. These ensure there is clarity and consistency for all staff who are involved in meeting your child's needs.



How will my child be included in activities outside the classroom including day and residential trips?

We aim for all children to be included on school day trips and residential stays. We will provide necessary adaptations, having consulted with you, to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, we will always explore different options to try and include the child.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and managements of medicines on the school site.
- Parents need to contact the School Office if medication needs to be taken during the school day and the appropriate forms need to be completed. On a day-to-day basis, the admin staff generally oversees the administration of medicines.
- If a child's health needs are longer term, a medical or health care plan will need to be put in place. This will be completed with parents, the SENCO, any relevant healthcare professionals and the Class Teachers.
- Staff receive regular training regarding conditions and medication affecting individual children so that all staff can manage a medical situation, should the need arise.
- If a child requires personal care, a Personal Care Plan will be in place and staff will have undergone the appropriate training to undertake this level of care.



What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear behaviour policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times.

- If a child has behavioural difficulties, an individual behaviour plan may be written with the child and the parents to identify the specific issues and put relevant support in place.

- Class attendance is highlighted each week in the school newsletter. Half-termly, the Headteacher recognises and rewards good attendance in assembly. At the end of the year, there are certificates for rewarding 100% attendance.

- After serious behaviour incidents, we will inform you about what has happened. We would then work with the child to try and help identify why the incident happened and what needs to be done differently next time in order to try and prevent a reoccurrence.

Which interventions take place in school to support your child?

The school offers a variety of interventions which support your child's development academically, physically, emotionally and socially. Staff are trained to deliver specific interventions to meet a range of needs.

- ELSA
- WELLCOM
- Individual Literacy Intervention (ILI)
- Spelling Detectives (group intervention)
- Talkabout (social communication intervention)
- Precision Teaching (individual or small group)
- Rapid Reading (individual or small group)
- Rapid Maths (individual or small group)
- Delivery of care plans written by the Speech and Language Service

- Delivery of care plans written by the Physiotherapy Service
- Delivery of care plans written by the Occupational Therapy Service
- Memory Magic (working memory development in small groups)
- Starving the Anxiety Gremlin/Starving the Anger Gremlin (SEMH Support)
- Staff are trained by medical services to give medical support and personal care, as needed.

If you require any more detail on the above interventions, please contact the school SENCO.

How accessible is the school environment?

We are proud to be an inclusive school and recent developments mean that the whole school site is wheelchair accessible. This includes access to the school field and wildlife area. Entrances and exits to each classroom are on one level or have ramps in place.

The school benefits from two disabled toilets, which provide close access for anyone with a physical disability. One of these also doubles as a wet room with a shower. Both are large enough to accommodate changing.

We have completed a site audit for children with visual impairment and have paint markings to help create more awareness and a more easily accessible site. This guidance is also followed through within the classrooms to ensure as much independence as possible for all children.

Further details can be found in our accessibility plan: https://www.puritonprimaryschool.org.uk/docs/SEND/Accessibility_Plan_2021-2023.pdf



How will the school prepare and support my child when joining the school, transferring to a new school or moving to a new class?

- We recognise that 'moving on' can be difficult for a child with SEND and so take steps to ensure that this transition is as smooth as possible.
- We encourage all new children to visit the school prior to starting with us.
- For children with more severe SEND we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We may also visit them in their current setting.
- We write social stories with children to help explain and prepare them for any major transition.
- We hold transition meetings for all children with SEND during the summer term of Year 6 and preparation for them leaving us for secondary school.
- We liaise closely with staff when receiving and transferring children from and to different schools, ensuring that all relevant paperwork is passed on and all needs are discussed and understood. The SENCO would liaise with the previous or following SENCO.
- If your child has an Education Health Care Plan (EHCP) and is changing to a new school, we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
- Photo books will be made for a child to support them, when moving from class to class, or school to school, if this is helpful.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

You can find information regarding our School's admission policy under 'key information' and 'admissions'.

If your child has an Education, Health and Care Plan (EHCP) your school placement will be dealt with by the Special Educational Needs and Disability (SEND) team. Please do not make an application for a school place to the admissions team. You must contact the SEND team to make sure a plan is in place for your child's transition.

For more information and advice visit:

https://www.somerset.gov.uk/children-families-and-education/applying-for-school/

How are the School Governors involved, and what are their responsibilities?

- The SENCO provides updates before each Governors meeting and reports formally to the Governors annually to inform them about the progress of children with SEND. This report does not refer to individual pupils and confidentiality is maintained at all times.

- We have a named 'SEND Governor' who keeps the Governing Board informed. They meet with the SENCO for updates at least termly. The current SEND Governor is **Rev. Kirsty Wells**.

- The SENCO informs the Governors of any recent changed is SEN policies, both nationally, locally and also school based.

What should I do as a parent if I think my child may have special educational needs?

Talk to us. In the first instance, contact your child's Class Teacher. If you still have concerns, you can contact the school SENCO (Special Educational Needs Coordinator: Katie Williams). We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that that are able to do the same with us. Look at our Special Educational Needs and Disability Policy, our Accessibility Plan and the county Local Offer, all available through the school website.

Somerset Parent Carer Forum is an independent group of parent carers who have joined together to share information, their views and experiences of the children's/young person's services (0-25 years) they already use or wold like to use in the future.
Phone: 01278 699397 Email: Help@SomersetParentCarerForum.org.uk

Somerset SENDIAS is an organisation that provides independent advice and support for families.

Phone: 01823 355578 Email: info@somersetsend.org.uk

Who should I contact if I am considering whether my child should join the school?

Contact the School Office to arrange a meeting with the Headteacher and a tour of the school. If your child has a special educational need or disability the SENCO (Ellen Hussey) may be involved to further discuss how the school could meet your child's needs.

Phone: 01278 683630 Email: office@puritonprimaryschool.org.uk Email: SEND@puritonprimaryschool.org.uk



Useful Websites

- Hearing Impairment: www.ndcs.org.uk www.signature.org.uk
- Autism: www.autism.org.uk www.autismsomerset.org.uk
- Vision Impairment: www.somersetsight.org.uk www.rnib.org.uk
- www.sompar.nhs.uk/what-we-do/children-and-young-people/parent-carer

Updated by Ellen Hussey (September 2025)