KILMERSDON CHURCH SCHOOL

SEND INFORMATION REPORT – 2026

Introduction

The Department for Education's Special Educational Needs and Disability Code of Practice (SEND CoP) 2014 explains that *'A child or young person has a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special provision to be made for him or her'.*

This report describes the provision that we have for children with SEND at Kilmersdon Church School (using headings stipulated in the SEND CoP) and has been co-produced by staff and governors. It relates to our SEND Policy and both documents can be found on the school website. For broader, county-wide SEND provision information, please refer to the Somerset What to Expect from Education at https://www.somerset.gov.uk/children-families-and-education/the-local-offer/

Kilmersdon Church School contributes to the Somerset Local Offer and can be found at: Kilmersdon CofE Primary School

There are links to both the SEND Code of Practice and the Somerset Graduated Response in the Special Educational Needs page of the school website.

The kinds of SEND we provide for

Under the SEND Code of Practice, 2015, children with SEN are identified within 4 areas of need:

- Communication and Interaction: This includes children with speech, language and communication needs who may have difficulties in saying what they want to, or understanding what is being said to them. It also includes children who find it hard to understand and use social rules of communication and have difficulty interacting with others. Children with Autism Spectrum Conditions, including Asperger's, often have these social interaction difficulties.
- Cognition and Learning: This includes children who learn at a significantly slower pace than their peers even with appropriate differentiation. At our school, the majority of children within this area of need have either moderate learning difficulties (MLD) or specific learning difficulties (SpLD), such as Dyslexia, Dyscalculia or Dyspraxia.
- Social, Emotional and Mental Health: This encompasses a wide range of difficulties and behaviours related to mental health difficulties such as depression, anxiety, eating disorders and self-harm, as well as disorders such as attention deficit disorders (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- Sensory and / or Physical Needs: This includes those young people who require special educational provision due to a disability that affects their access to educational facilities and learning. These needs may include visual or hearing impairments (VI or HI), multi-sensory impairments (MSI) or physical disabilities (PI).

At Kilmersdon Church School, we have children identified under each of these areas of need.

We currently have 23 children identified on our SEND Register, two of whom have EHCPs, one is awaiting the draft of their EHCP, two with Transition Support Funding and 18 of whom are supported under SEND Support. This equates to roughly 25% of the school population, which is above the national average (around 17%).

Policies for identifying children with SEND

The SEND Code of Practice defines a child of compulsory school age or a young person as having a learning difficulty or disability if they:

- *Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

How the school identifies children with SEND

- Children are identified if they are not making the expected progress in all areas of school life after high-quality 'universal' inclusive teaching. This is done through termly assessment systems and pupil progress meetings between class teachers, the Headteacher, teaching assistants and the Special Educational Needs and Disability Co-ordinator (SENDCo).
- On occasions, children's needs are such that a teacher will raise a concern with the SENDCo prior to a pupil progress meeting and the SENDCo will meet the teacher and, where necessary, observe the child.
- Parents/carers can also raise concerns with the child's class teacher in the first instance which can then be referred on to the SENDCo if necessary.
- Teachers and the SENDCo will use the Somerset Graduated Response Framework (available at https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response-tool/) and/or the school's provision map documents to help identify barriers to learning, the current level of need and what strategies can be put in place to support.
- Where a child has significant additional needs which require more specialised, ongoing and individualised support, parents or the school may apply to the local authority for an Educational Health and Care Plan (EHCP).

The approach to teaching children with SEND

The school follows the graduated approach to teaching children with SEND. This means that all children will receive inclusive universal quality first teaching in class as the ordinarily available provision. Within this, necessary adaptations will be provided and a range of resources made available to all children, which may be particularly useful for children with SEND. For example, coloured backgrounds and dyslexia-friendly font on interactive whiteboard presentations, key word spelling mats, maths manipulatives and number facts mats or feelings fans/charts so that children can share their emotions visually.

Where a child continues to have difficulties despite the inclusive strategies, this includes adaptive teaching or they may be identified to be part of a small group intervention where particular skills are focussed on more intensely. This might be a phonics group, reading group, maths booster or social skills group.

If a child still displays difficulties over and above that of his or her peers, they may be offered specific, time limited one-to-one intervention programme uniquely tailored for their needs. For example, this might be the Individualised Literacy Intervention (ILI), Precision Teaching (for literacy or maths skills) or Emotional Literacy Support (ELSA). All of these interventions are closely monitored and reviewed for effectiveness and parents/carers informed of outcomes by email, letter or in person.

Arrangements for consulting and involving children with SEND

Our school has an ethos of inclusivity and children are included in every activity with careful consideration of their needs and the needs of others, with appropriate support provided. The school will:

- Provide suitable resources in the classroom so that the child can access the universal learning that is taking place;
- Carefully consider the timings of any interventions so that the child doesn't regularly miss out on activities they enjoy;
- Explain the purpose of any one-to-one/group interventions positively to the child to minimise any concerns;
- Involve children at SEN Support level and above in the production of their own 'One Page Profiles' and 'Individual Learning Plans' so that teachers and support staff know what is important to the pupils and how they like to be supported;
- Involve children at SEN Support level and above in the planning of their own review meetings so that their feelings and opinions can be heard and carefully considered;
- Invite children at SEN Support level and above to attend part of their own review meetings to ensure that they can share their successes and aspirations for the future.

Arrangements for consulting and involving parents/carers of children with SEND

In order to support children effectively, a strong relationship between the school and parents/carers is vital. The school will:

- Inform parents when a concern has been raised about a child either in person, by telephone or email;
- Keep parents/carers informed of the outcomes of any diagnostic screeners or assessments (to help us understand more about a child's particular barriers/difficulties);
- Keep parents/carers informed of planned interventions and the outcomes of these;
- Meet with parents/carers of children at the SEN Support level and above at least three times per year, involving them in One Page Profile/Individual Learning Plan production and review;
- Hold annual review meetings with the parents of children at High Needs Support level - including children with Educational Healthcare Plans (EHCPs);
- Operate an 'open door' policy where parents can make an appointment to meet with the class teacher and SENDCo when they have concerns.

Arrangements for assessing and reviewing children's progress towards outcomes

In addition to the termly assessment cycle of all children in the school, children with SEND often require a 'smaller steps' approach and are monitored using an Individual Learning Plan document which breaks down as follows:

- 'Assess' section - clearly sets out the observations of where the child is currently operating;
- 'Plan' section - the related desired outcomes/targets;
- 'Do' section - the strategies/interventions to be put in place to support achieving the targets;
- 'Review' section - evaluates success and identifies next steps.

These documents are shared with the parents/carers and the child 6 times a year, with at least 3 meetings between families and teachers so that we can work together to support the child to achieve the desired outcomes and so that successes can be recognised and celebrated.

Children who are at the High Needs level with EHCPs are planned for using the agreed desired outcomes from the EHCP document. These are often broad, longer-term goals so we identify related, smaller, SMART (specific, measurable, achievable, realistic, timely) targets and follow the same cycle as described above.

Evaluating the effectiveness of provision

As part of the 'Assess Plan Do Review' process, an assessment of a child's current attainment in the relevant area is made at the beginning of any intervention and they are re-assessed at the end to identify successes and next steps. The SENDCo meets with the delivering TA and class teacher to discuss how things have gone and whether the intervention has been effective, a successive cycle needs to be delivered or a different approach tried. TAs are observed delivering interventions annually and learning walks are undertaken by the SENDCo, Headteacher and/or SEND governor to monitor the use of strategies for SEND children as part of high-quality first teaching in the classroom.

Arrangements for supporting children in moving between phases of education

Transitions at all levels are well managed. We provide children with many opportunities to visit next schools throughout their junior years in a range of activities such as sports afternoons, science workshops and maths challenge days. We have good channels of communications with SENDCos at all transition schools, including pre-school and secondary levels. Internally, we ensure good levels of communication between key stage staff in advance of transitions, and organise for children who require it to have additional visits in the term leading up to transition. If children are particularly anxious or unsure, we timetable additional transition support activities where we may make transition books or posters with the children, in which we include photographs of new teaching staff and classrooms. We also organise summer holiday visits to school for children who are particularly anxious during the long break.

Adaptations to the learning environment and curriculum

Reasonable adaptations have been made within the physical limitations of the premises and alterations are made to reflect the needs of our individual children. Additional changes are continuously made in response to our changing pupil population. The curriculum is adapted to provide appropriate learning challenges for all children through differentiated activities/expected outcomes where appropriate.

How children with SEND are able to engage in activities with children who do not have SEND

We expect and encourage all children to participate in all school activities, including trips, performances, sports days, etc. Where children have additional needs, we make reasonable adaptations and provide additional support to enable them to take part to the level they are able to/are comfortable with. We pay careful consideration to their needs and the associated risks to both the children with SEND and the others participating. Where necessary, personal risk assessments are produced to carefully consider possible hazards and put measures in place to minimise risk.

Support for improving children's emotional and social development

At Kilmersdon CEVA Primary School we are very aware that emotional and social wellbeing is vital for all our pupils and underpins all learning. We focus on the key Christian values of hope, trust, friendship, peace, perseverance and forgiveness. As such, these are very much a part of everyday expectations and are often a focus of whole-school assemblies and worship. We also follow a very comprehensive personal, social and health education (PSHE) scheme of work which is taught weekly in all classes and builds the previous year's learning. Where we see, or hear from parents/carers, that children would benefit from additional support with social development we organise appropriate group interventions such as 'Talkabout', 'Circle of Friends' or 'Socially Speaking'. If children need more individualised support with managing their emotions and building self-esteem we have several TAs trained as Emotional Literacy Support Assistants (ELSAs) who can tailor blocks of one-to-one support sessions for these pupils.

The expertise and training of staff

The school has an ongoing cycle of Continuing Professional Development (CPD) opportunities for teaching and support staff relating to SEND. We have a team of highly experienced Teaching Assistants (TAs) who are trained to give emotional support using 'Play Therapy', 'Lego Therapy', and 'ELSA' (Emotional Literacy Support Assistants) approaches, the latter of which requires ongoing supervision sessions with an educational psychologist (EP) to stay up-to-date. We also have staff trained in a range of approaches to support children with autism and ADHD, as well as speech, language and communication interventions.

We have teachers and TAs trained in a range of academic support interventions including 'Read Write Inc', 'Individualised Literacy Intervention' (ILI), 'Write from the Start' and 'Nippy Numbers'. Additionally, several TAs have been trained in physical support interventions such as manual handling, personal care, to provide physiotherapy and 'Time to Move' to support co-ordination and motor skills.

Teachers and TAs alike attend regular training courses provided by our Somerset Local Authority EP on topics such as developing resilience and creating social stories with children. We also take advantage of outreach support from specialist schools such as the Tor School (Pupil Referral Unit) and the Mendip School.

The SENDCo has passed the post-graduate National Award for SEN Co-ordination and attends regular training courses, along with termly SENDCo network meetings with both the Local Authority and the Trust where colleagues share good practice and expertise.

How we involve other bodies in meeting children's needs and supporting families

There are occasions when we need to consult specialist services to help us support children with SEND. This may be because they have specific needs that require additional professional support or that despite at least two cycles of 'Assess Plan Do Review' they are not making the expected progress. We are able to refer children to NHS services such as Occupational Therapy and Physiotherapy, Sensory Support teams, School Nurses and the Child and Adolescent Mental Health (CAMHS) service. The school buys in support from the BATHNES Speech & Language Inclusion Partnership (SLIP) service so that a therapist can work in school with children and staff for three mornings per term.

We can also refer children to a range of other teams within the Somerset Local Authority, including the Vision Support Team, Hearing Support Team and Educational Psychology. Where parents are also in need of help we can request support from the Parent Family Support Advisor (PFSA) and give them contact details of organisations such as Special Educational Needs and Disability Information, Advice and Support (SENDIAS) as well as a range of relevant charity information. For Children Looked After (CLA) we can also request support from the Virtual School and Social Care.

Further information contacts for parents/carers

The school SENDCo is Jess Burgess and she can be contacted by email at senco@kilmersdon.bwmat.org or by telephoning the school.

Special Educational Needs and Disability Information, Advice and Support (SENDIAS) – offering children and their parents/carers information, support and advice about SEND: https://somersetsend.org.uk/

Somerset Parent Carers Forum – a steering group who can put forward your concerns and issues to relevant key policy makers and service providers.: https://somersetparentcarerforum.org.uk/

Arrangements for handling complaints from parents about provision

If parents/carers are unhappy with the provision made for their child's SEND, they should in the first instance contact the school SENDCo or Headteacher. If they are still not satisfied they can contact the SEND governor, Dr Sam Nash. SENDIAS (as mentioned in the previous paragraph) can also be contacted for support. If they are still not happy with the outcome of this, they should follow the school's Complaints Procedure, which can be found on the website.

J Buress
SENDCo
November 2026

To be reviewed December 2027