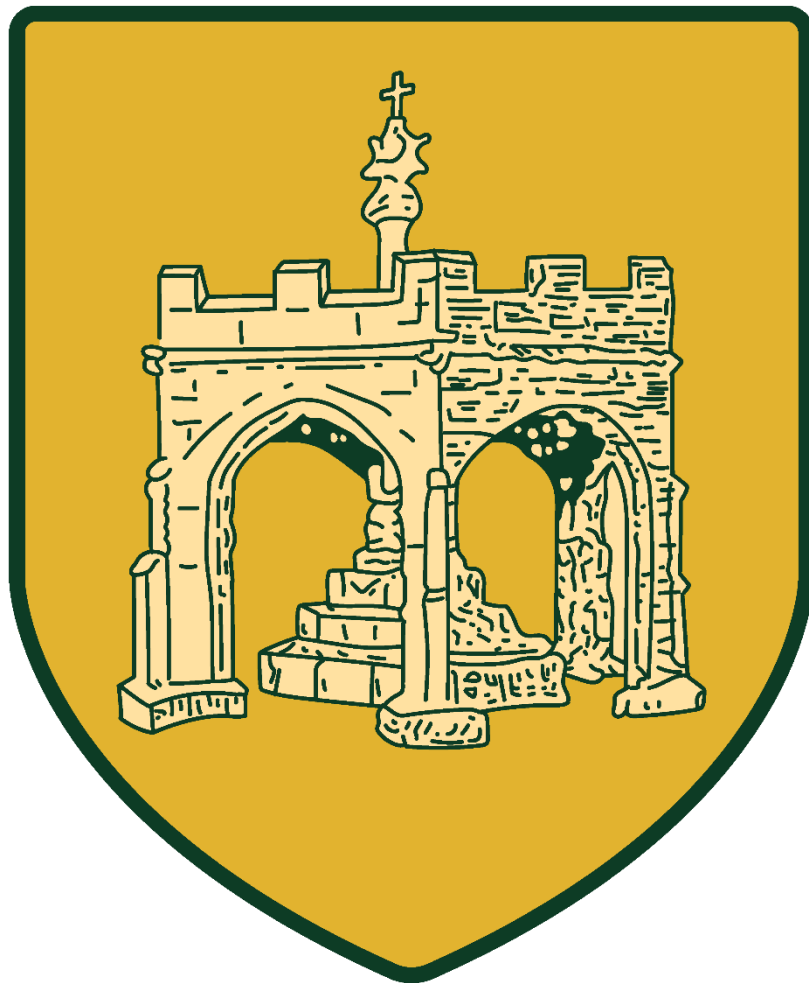




Cheddar
First School

Where Every Child Is at the Heart

SEND Information Report



Date Agreed	September 2026
Review Date	September 2027

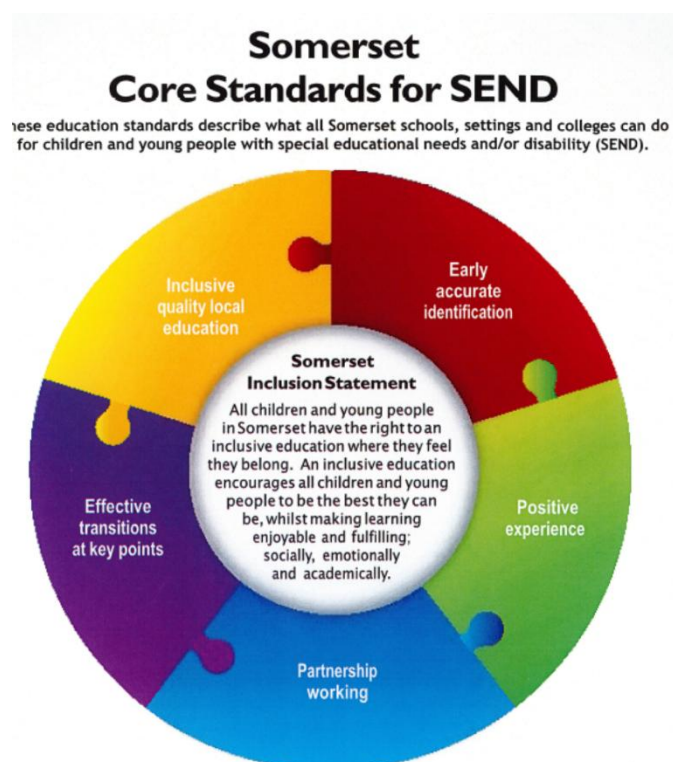
Introduction

At Cheddar First School, we welcome everybody into our community. The staff, partners, pupils and parents work together to make Cheddar First School a happy, welcoming place where children can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We are committed to making this a reality by 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.

Our SEND provision aims to fulfil the expectations of the Core Standards – Somerset's published expectations for all settings regarding the provision for SEND.

Core Standards

Quality First Teaching underpins the Core Standards and all educational provision. With Quality First Teaching children's needs are met in the classroom through highly focussed and well-planned personalised teaching with high expectations for all learners. The Core Standards describes the entitlement of children and young people with Special educational Needs and Disabilities in Early Years settings, schools and further education in Somerset. The five key aims of the standards are:



At Cheddar First School, the Core Standards are embedded into our whole school approach for assessing, planning, teaching and supporting children with SEND.

- **Assessment** of Need is about accurate and timely understanding of needs which is achieved by listening to the views of children, young people, their parents and carers, working together, ensuring good quality practitioner assessments and good communication which will empower families to fully participate as equal partners.

- **Plan** is about ensuring that needs are well understood and where progress gives cause for concern practitioners work in partnership with parents/carers to develop a plan to ensure that children/young people with SEND receive the right levels of support for their future learning and development.
- **Do** is about taking action which is relevant to the originally assessed needs, delivered or supported by appropriately trained and supported staff. Agreed outcomes should be the focus of the additional support.
- **Review** is about checking regularly on the effectiveness of the support and the impact on the children/young person's progress so that changes can be put in place appropriately and understanding what works well, improves planning for the future. A graduated approach with the right service, at the right time, for the right children and young people, provided timely and effectively will achieve the best possible outcomes.

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

Cheddar First School is a mainstream school. We aim to ensure that:

- Children with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess children with SEND as early and thoroughly as possible using the updated Code of Practice (2024).
- Parents/carers and children are fully involved in the identification and assessment of SEND, and we strive for close co-operation between all agencies concerned.
- We meet the needs of all children with SEND by offering appropriate and flexible forms of educational provision and by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

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

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional 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 available to all children.

At Cheddar First School, we recognise that children make progress at different rates and not always in a steady linear pattern. When identifying a child as having SEND, we would consider the following:

- Liaison with nursery/pre-school/previous school

- Is your child performing significantly below expected levels of their peer group
- Have you as parent/carer have got concerns
- Has your child's teacher has raised concerns
- Liaison and advice from external agencies, e.g. physical health diagnosis from paediatrician

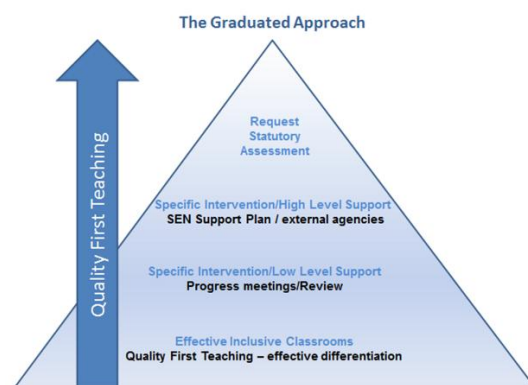
What should I do if I have concerns about my child?

If you inform us that you think your child has SEND, we will discuss this with you and investigate. We will share with you what we find, and together, agree the next steps to be taken and what can be done to help your child.

If your child is identified as having SEND, their name will be added to the SEND register and an Education Support Plan (ESP) will be put into place, which will be reviewed termly. We recognise that your child's needs may change over time and provision will reflect this. Class teachers, SENDCo and other professionals will follow the sequence of assess, plan, do, and review to ensure your child's changing needs are met. This means your child may be removed from the SEND register if appropriate, but, if needed, can be re-added at a later date.

SEND Identification and Process

When identifying children with SEND, the school will follow and use the Somerset's SEND pathway and graduated approach to your child's learning. This is a process which will identify whether your child needs SEND support. During this process, class teachers, SENDCo and other professionals involved, will follow the sequence of Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs. Parents and children are also invited to meet termly to review targets where discussions will be focussed on how we can all work together to support your child's development inside and outside of the school environment. The following diagram illustrates the graduated response process:



How will school support my child?

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

All children have targets that are set by the class teachers based on their individual learning needs. Some children with SEND may need additional and more specific targets, to meet the needs and therefore an Education Support Plan (ESP) will be put into place.

Support and intervention at our school includes class teacher input, via excellent targeted classroom teaching – Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectation 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.
- That different ways of teaching are in place, so that your child is fully engaged and motivated in the learning in the class. This may involve a more practical way of learning for example.
- That specific strategies (which may be suggested by the SENDCo) are put into place to support your child to learn effectively.
- 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 the understanding/learning and requires extra support to help them make the best possible progress.

Specific Group work

Intervention is additional support, which may take place in the classroom or a group room and is led by a teacher, Emotional Literacy Support Assistant (ELSA), SENDCo or teaching assistant (TA).

Specialist intervention overseen by outside agencies

This means a pupil has been identified by the class teacher/SENDCo as needing some extra specialist support in school from a professional outside of the school community. This may be from Local Authority support services, such as the Autism and Social Communication Team, Learning Support Team, Educational Psychology Services, Speech and Language etc.

What could happen?

You will be asked for your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist and an Early Help Assessment (EHA) will need to be completed. This will help everyone to further understand your child's particular needs and be able to support them more effectively in school.

The specialist will work with the school and your child to better understand their needs and make recommendations as to how support is given to your child in the most effective and efficient way.

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

We work closely with many external agencies that support individual children's needs within our school. These include: GP, School Nurse, Educational Psychologist, Paediatrician, Speech and Language Therapist, Occupational Therapist, auditory advisory teacher, the Disabled Children's Team

the Child and Adolescent Mental Health Service (CAMHS). We also work with a range of further support services including parent and family intervention service and Children's Social Care.

If it is decided that your child may benefit from a support from a specialist service, then they will be referred by the SENDCo. An Early Help Assessment meeting will take place where the full range of available help will be discussed.

Education Health Care Plan (EHCP)

When a child is continuing to demonstrate a significant cause for concern, despite intervention over time or their learning need is complex and persistent, a statutory assessment will be considered. The EHC Plan 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.

We have a team of teaching assistants; Emotional Literacy Support Assistants (ELSA) and part of their responsibilities is to deliver programmes designed to meet individual or groups of children's needs.

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

The Class Teacher, SENDCo and Headteacher will discuss your child's needs and discuss with you 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.
- The class teacher will continually assess each child and will note areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 4, using a variety of different methods, including assessment under the National Curriculum and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly Pupil Progress Meetings. From this, pupils are identified and interventions are put into place according to areas of concerns. Children will be tracked to ensure progress is being made and new targets set etc.
- When a child's Education Support Plan (ESP) is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons

for this will be discussed, then the target may be adapted into smaller steps or a different approach may be used to ensure the child does make 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 strive to successfully ensure that your child's education is a partnership between parents and teachers; therefore, we aim to communicate with you regularly.

You will have an opportunity to meet your child's class teacher and/or SENDCo termly at parent's evenings to discuss your child's needs, support and progress.

If your child is identified as having Special Educational Needs or Disability, we will meet termly and then you will be invited annually to a full review meeting. At this meeting, the SENDCo, Class Teacher, Teaching Assistant and any other professionals involved in your child's care will review your child's progress and set new targets. This is a very child friendly process.

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

The class teacher or the SENDCo 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. Your child will bring this home with them daily so that comments from the parents and the teacher can be shared.

If your child is on the special needs register, they will have individual targets on their (ESP) and these will be discussed with you termly.

Recommendations from external agencies e.g. a Speech and Language Therapist will be shared with you so that strategies can be implemented at home and school.

If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

The school Parent and Family Support Advisor (PFSA) is also available to give advice and support. If your child has complex special educational needs or a disability, they may have an Education Health Care Plan (EHCP) which means that a formal meeting will take place annually to review your child's progress. We also invite parents to 'Learning Events' in school, where we explain how we teach certain areas of the curriculum, e.g. Inspire sessions.

What is the pastoral, medical and social support available in the school to ensure my child's over-all wellbeing?

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 our vulnerable pupils are known to staff.

The classrooms offer an open door policy. Entrances are staffed with an adult who greets and welcomes children each morning. This ensures smooth transition between home and school each day.

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 will liaise with the SENDCo for further advice and support.

Staff members are available to support pastorally. This support is tailored to meet individual need.

How will my child be included in activities outside the classroom including day to 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 that everyone's health and safety is not 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 include the child.

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

- We have a policy regarding the administration and management on the school premises.
- Parents are required to contact the School if medication needs to be taken during the school day and the appropriate forms need to be completed. These can be collected from the school office. The administration of medication is overseen by a member of staff.
- If a child's health care needs are longer term, a medical or Health Care Plan will need to be put into place. This will be done by health care professionals, parents and the school SENDCo.
- Staff receive regular training regarding conditions and medications affecting individual children so that all staff can manage a medical situation should the need arise, for example, diabetes/ epi pen training.
- If a child should require personal care, a Personal Care Plan will be put into place and staff will receive appropriate training so that they can undertake this level of care sufficiently.

What support is there for managing behaviour 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. See Regulation & Behaviour Policy for further details.

The attendance of every child is monitored by the school, including lateness and unauthorised/ authorised absences. These are recorded and reported upon termly, both to parents and partners. Parents will be informed if a child's attendance is a cause for concern.

What interventions take place in school to support your child?

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

- Nurture group
- Academic interventions
- ELSA
- DIRT
- Daily reading
- Nessy
- TT Rockstars
- Zones of regulation
- Daily Phonics
- Maths Intervention
- Handwriting Intervention

How accessible is the school environment?

The school is wheelchair accessible and we have a disabled toilet.

Please visit the school website to view the 'Accessibility Action Plan' for more information.

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

- We recognise that 'moving on' can be difficult for a child with SEND and we take various 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 special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We hold transition meetings for all children with special educational needs or a disability during the summer term of Year 4 in preparation for them leaving us for middle school.
- We offer additional transition days to the middle school if a child is feeling apprehensive or feel that it would be beneficial to make the transition a smoother process.
- We liaise closely with staff when receiving and transferring children from and to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. The SENDCo would liaise with the previous or following SENDCO.
- If your child has an Educational 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.
- SEP (School Entry Plan) for reception starters – meeting to discuss needs and create actions and support.

How are the school Partners involved, and what are their responsibilities?

- The SENDCo reports to the Partners annually to inform them about the progress of children with SEND; this report does not refer to individual students and confidentiality is maintained at all times.
- There is a named Partner who is responsible for SEND and will meet with the SENDCo at specific times during the academic year. This 'SEND link Partner' also reports to the Partnership committee in order to keep all Partners informed.
- The SENDCo informs Partners of any recent changes in SEND policies both nationally, locally and also school based.

Who else can I contact outside of the school environment?

Somerset Parent Carer Forum is an independent group of parent carers who have joined together to share information, their views alongside the experiences of the children's/young person's services (0 – 25 years) they already use or would like to use in the future.

Contact:

Phone: 01458 259384

Email: Help@SomersetParentForum.org.uk

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

Contact:

Phone: 01823 355578

Email: somersetSENDIAS@somerset.gov.uk

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

You can contact the school office to arrange a meeting with the Head teacher and tour of the school. If your child had a Special Educational Need or Disability, you can also arrange to meet with the SENDCO, who will discuss how the school could meet your child's needs.

Contact:

Phone: 01934 742546

Email: office@cheddarfirstschool.co.uk

Useful websites

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