



Peasedown St John
Primary School



Peasedown St John Primary School

Part of the Midsomer Norton Schools' Partnership Trust

Special Educational Needs and Disabilities Local Offer for Families

2025-26

Special Educational Needs and Disabilities Co-ordinator: Mrs Jenny Tombs

Our School

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

We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Additional and/or different provision encompasses the four main areas of SEND.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Children and Families Act 2014

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

Principles underpinning Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEND), must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

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

Class teachers	Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants or specialist staff. Our teachers: ● Ensure 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 scaffolding and adaptation) ● Check 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 SENDCO as necessary ● Develop SEND Support Plans and share and review these with parents at least 3 times a year and plan for future provision ● Ensure 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 ● Ensure 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 ● Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND <i>If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the SENDCO.</i> How can I talk to them about my child if I need to? As a school, we welcome regular communication between parents and school on how a child's day has been. You can contact your child's class teacher by visiting at the end of the day or by contacting the school office to arrange an appointment.
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Learning Support Assistants (LSAs)	A Learning Support Assistant (LSA) may be allocated specifically to one pupil if they have complex special educational needs and/or disabilities. Other LSAs may work with your child in the classroom, in small groups and/or one-to-one throughout the school day, as directed by the class teacher and SENDCO.
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The SENDCO	The SENDCO at Peasedown St John Primary School is Mrs Jenny Tombs. The SENDCO is responsible for: • The day-to-day management of all aspects of SEND in the school. They give responsibility to class teachers and LSAs but are still responsible for ensuring that your child's needs are met • Coordinating all the support for children with special educational needs (SEND) and or Disabilities, and reviewing the school's SEND and Accessibility Policies to make sure all children get a consistent, high quality response to meeting their needs in school • Making 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 their child's learning ✓ kept informed about the support their 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 such as Speech and Language Therapists, Occupational Therapists and Educational Psychologists • Updating the school's SEND list, (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 records of your child's progress and needs • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their potential • Organising training for staff so they are aware and confident about
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	how to meet the needs of your child and others within our school How can I talk to them about my child if I need to? You can contact the school SENDCO by contacting or visiting the school office to arrange an appointment.
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Head teacher	The Head teacher is responsible for: • The day to day management of all aspects of the school, this includes the support for children with SEND • Giving responsibility to the SENDCo, class teachers and TAs but is still responsible for ensuring that your child's needs are met • Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND
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SEND Governor	The SEND Governor is responsible for: • Making sure that the school has an up to date SEND policy and Accessibility 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
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How does Peasedown St John Primary School know when children need extra help?

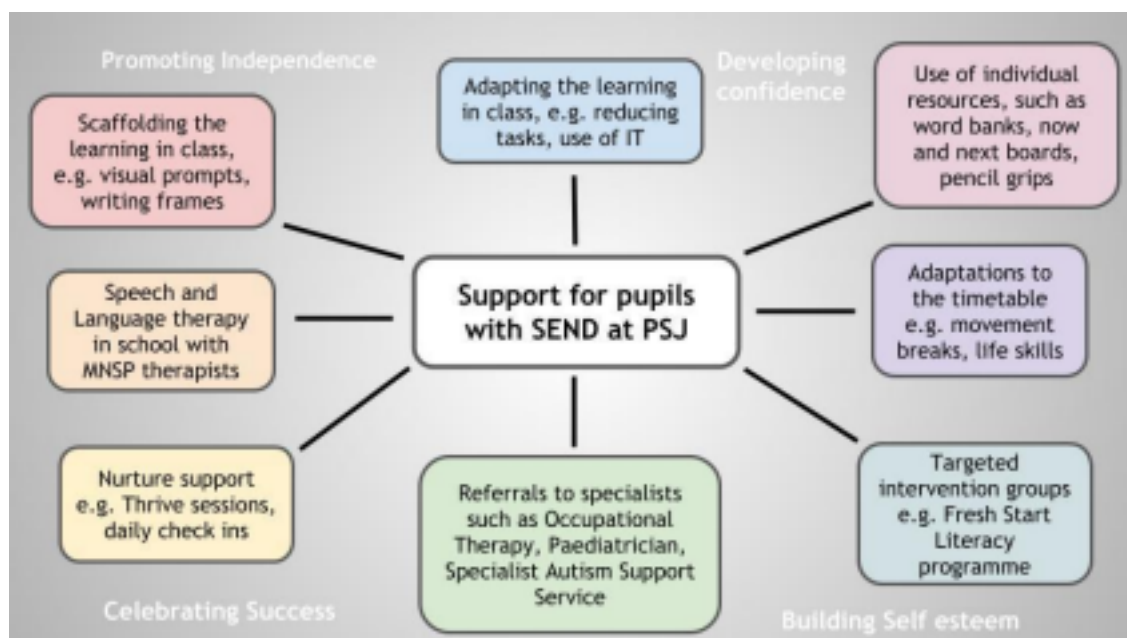
We know that children need help when:

- Concerns are raised by parents/carers, teachers or the child's previous school or pre-school
- 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
- Further interventions or referrals to outside professionals to support your child's learning, so that 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 SENDCO or the Head teacher. Your concerns will always be taken seriously –your views on your child's development and progress are always valuable.



Curriculum and Teaching Methods - *How will teaching be adapted to meet the needs of my child?*

Our curriculum is designed to match your child's needs by offering personalised learning which is adapted or scaffolded within the lesson according to their need, ability or their learning style. This will develop and challenge 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 or a visual timetable. Where a child has been identified with SEND, the class teacher may adapt their work. This enables the student to access the curriculum more easily if needed. Regular meetings (three times a year) 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 via the school's Pupil Premium allocation or other sources will be available to ensure access to all activities where payment is needed. We offer 25% payment support to all children who are Pupil Premium on school trips.

For activities out of school, risk assessments are carried out and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity/trip.

How will Peasedown St John Primary 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 be provided by the class teacher or may include:

- Working in 1:1 or small groups on a specific programme of work e.g. numeracy skills, literacy skills, nurture groups etc.
- Providing special equipment/resources as required to support your child's learning and development
- Other staff in the school
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) or Occupational Therapists (OT)
- An assessment by another specialist
- Working in collaboration with staff from dual placements (where applicable)

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 SEND review meetings. These will follow the

format of the graduated response. 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 e.g. a social skills group
- Individual or group work with outside professionals

Assessment, Planning and Review of Pupils with SEND - *How can I find out about 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 Support Plan meetings. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements. All reports from outside agencies are passed to you, sometimes with ideas for support or resources that may be used at home.

Regular assessment and tracking of all pupils at pupil progress meetings with the head teacher will identify when children are making less than expected progress despite a high standard of teaching in the classroom; or concerns may be raised by the school regarding a child's emotional well-being or behaviour. Alongside this, The Senior Leadership Team (SLT) meet termly to review provision and identify if any extra support needs to be put in place. Equally, a Parent/Carer or other Professional may raise a concern about a child.

The Star Resource Base

Resource Bases are linked to a mainstream school and are for pupils with a specific type of SEND. The pupils will be taught mainly within mainstream classes, but benefit from access to a base with some specialist facilities. Within the base there will be specialist support for children with SEND as outlined in their individual EHCP.

The Star resource base opened in September 2024. It is situated in the main school building and has capacity for up to twelve children (EYFS, KS1 and KS2). Places at The Star are for children with EHCPs only and the children must have a recognised diagnosis of Autism. Places are allocated through the Banes EHCP consultation process.

Children at The Star benefit from a blend of base and mainstream education with the expectation that they can access an age appropriate mainstream education alongside their peers, increasing the time spent in the mainstream setting over a period of time.

The Star is a low stimulation space, designed to provide a safe and nurturing environment that will support children to build their independence and to flourish.

What specialist services can the school access?

We have access to a very wide range of specialist services, including:

- Weekly Speech and Language Therapist in school (through the MNSP)
- Weekly Speech and Language Therapy Assistant in school (through the MNSP)
- Inclusion and SEND Advice Service
- Primary Inclusion Panel
- Occupational Therapy
- Specialist Autism Support Service (SASS)
- The Early Years SEND Team (SENDIT)
- The Mental Health Support Team (MHST)
- Child and Adolescent Mental Health Service (CAMHS)
- Physiotherapy
- Educational Psychology (for pupils with EHCPs)
- The Virtual School (for looked after children and children with CP plans)
- Sensory Support Service
- School Nursing Team, Paediatricians and GPs
- Children's Social Care
- SENDIAS
- Art and Music therapy through the MNSP
- Mentoring Plus
- Black Families Education Support Group

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. We have a Pastoral Support Lead who supports children across the school and two members of staff who are licensed Thrive Practitioners. Support can be provided through THRIVE sessions, Nurture groups, Bereavement Support, Class Circle Time, regular 'monitoring' meetings with parents/carers, or a specific resource provided to support the child.

We have a dedicated Nurture room called the Rainbow Room. This is a welcoming, safe space that children can access if they need additional emotional support.

Sometimes the school will seek support from elsewhere. Where necessary, referrals may be made to CAMHS (Child and Adolescent Mental Health Services), The BANES Mental Health Support Team (MHST) or an organisation like 'Off the Record'.

For some children, it may be appropriate for an Early Help Assessment to be used to support the wellbeing of a child and their family. An Early Help Assessment 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. This may lead to the assessment or support from a health professional such as a disability nurse or an occupational therapist.

How do we as a school develop strategies to support the development of pupils' social skills and enhance self-esteem?

- PSHE lessons
- Class circle time
- Thrive support
- Groups which develop resilience, independence and collaboration
- Targeted playground support
- Use of OPAL at lunchtimes

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Daily 'meet and greet' opportunities
- Visual Timetables
- Home/school communication

Strategies to support behaviour:

- The school's behaviour policy implemented fairly and consistently
- Use of Zones of Regulation across the school
- Class Rewards
- Individual behaviour support plans
- Restorative Justice

Support/supervision at unstructured times of the day:

- Support staff
- Use of the school library
- Lunch time club in the Rainbow Room

How can I be involved in discussions about and planning for my child?

All parents are encouraged to contribute to their child's education. This happens through:

- Discussions with the class teacher –either formally at SEND review meetings and parent/teacher consultations, or informally at the end of the day, for example. 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 SENDCO, Speech & Language Therapist. Information from outside professionals is shared with you (either verbally or written reports or both).
- Other means e.g. home/school communication, or TAC (Team around the Child) meetings.

How will Peasedown St John Primary School allocate resources to support my child's needs?

The annual school budget includes money for supporting children with SEND. The Senior Leadership Team decides on the allocation of the total budget for SEND, in consultation with the school governors.

The Senior Management Team discusses all the information they have about pupils SEND in the school, and decides what resources/training and support is needed. SEND funding is allocated to employ staff and outside specialists and to buy resources and equipment. Accurate records of all SEND spending are maintained by the school's finance manager.

Where a child has significant needs that the school feels that it cannot meet, the school will request that the Local Authority carries out an Education, Health and Care Plan Needs Assessment. Parents can also request that the Local Authority carry out a statutory assessment of their child's needs. If a child has an EHC Plan, then additional funding is provided to the school. The school uses this funding to ensure that the outcomes and provision for the child are met (as documented in the EHC plan). This is reviewed annually.

How will Peasedown St John Primary School support my child's transition to and from school?

Induction for all Early Years children takes place in the Summer Term and includes regular visits to Reception classes and staff. There is also an induction meeting for parents. Reception teachers also visit our Nursery and other pre-school settings to observe children and discuss their progress. If your child joins the school in Reception, there may be Transition Support Funding available to support your child to settle into school. The school also offers home visits, so that the Early Years team can visit parents and their children in the home environment. Some children will benefit from an enhanced transition programme to support their transition into school.

For children transferring at the end of Y6, transition visits are arranged with the secondary school and additional meetings between parents and SENDCOs are arranged as necessary. Children with EHC plans receive an enhanced transition as well as other students who we feel will benefit from this. We also ensure that all records about your child are passed on to the new school in Term 6. If a child has a current Early Help Assessment, we ensure that all professionals are involved in supporting the transition process.

How accessible is the school environment?

We will always do our best to meet individual needs and we are always happy to discuss individual access requirements. We have toilet facilities adapted for disabled users and wide doors in the school. We have a stairlift to provide access to upstairs classrooms for those who need it. We have ramps into the front of the building and a disabled parking space in the school car park. As part of the annual review of school premises, accessibility issues are always considered in light of any individual need.

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 that require support.

If a child joins from another school, information provided by the feeder school, along with our own assessments, will enable the school to allocate resources/support for the child.

What training opportunities are there for staff supporting children with SEND?

It is the SENDCO's job to support class teachers in planning for children with SEND and to provide in-house training. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Autism, Dyslexia etc. Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

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 for more than six months and for 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 directly 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

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 – Mrs Jenny Tombs
- The Head teacher – Mrs Ruth Noall
- The SEND Governor – Mrs Hazel Soper

The best way to get in touch is through the school office:

Telephone: 01761 432311 or email: office@peasedown.mnsp.org.uk