



‘The school’s offer in support of pupils with Special Educational Needs and or Disability (SEND) – Information Report 2026/27’

Type of School:	Local Authority Maintained
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Local offer statement:-

All Somerset maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

A. 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 (SEND)?

Who are the best people to talk to in this school about my child’s difficulties with learning/Special Educational Needs and or disability (SEND)?	At South Petherton Schools Federation, we follow a graduated response to identifying and supporting Special Educational Needs (SEN). In the first instance, you should raise any concerns with your child’s class teacher. They will carry out initial observations and assessments to help understand your child’s needs. If further support is required following this initial stage, you may then contact Ms White, the school’s Special Educational Needs Coordinator (SENCo), to discuss the next steps. You can arrange an appointment via the school office on 01460 240750 (Infants) or 01460 240172 (Juniors).
What kinds of Special Educational Needs and Disabilities are catered for at South Petherton Schools Federation?	South Petherton Schools Federation is a fully inclusive Federation. We are committed to meeting the needs of all children who wish to attend, regardless of their needs or impairments. We provide support for a wide range of Special Educational Needs and Disabilities (SEND), including but not limited to: • Communication and interaction difficulties • Cognition and learning needs



	• Social, emotional, and mental health challenges • Sensory and/or physical impairments For full details about the support we offer for children with SEND, please refer to our SEND Policy, available here: https://www.southpethertoncofeinfants.co.uk/send/ or South Petherton Junior School: Policies
How do you identify children with SEND?	At South Petherton Schools Federation, we use a graduated response to identify and support children with Special Educational Needs (SEN). This means we gather information from a variety of sources over time to build a full picture of each child's needs. Identification may happen in the following ways: • Reviewing transfer documents and speaking with staff from the Pre-school or previous settings • Carrying out baseline assessments for all new pupils • Listening to children talk about how they feel and what they find difficult • Observing children's behaviour, social interaction, and how they access different areas of the curriculum • Discussions with class teaching teams and with the SENCo (Special Educational Needs Coordinator) • Talking with parents and carers to understand concerns or observations from home • Tracking pupil progress and attainment to identify those who are not meeting expected levels • Ongoing assessments of classwork and learning • Using professional judgement based on day-to-day teaching and support experience This comprehensive approach helps us to ensure that children who may need additional help are identified as early as possible and receive the right support.
How will I be able to raise any concerns I may have?	At South Petherton Schools Federation, we have an open-door policy and encourage open communication between parents and staff. If you have any concerns about your child, you are welcome to speak with their class teacher at the end of the school day. Alternatively, you can contact the school office to arrange a meeting with your child's teacher or with Ms. White, our Special Educational Needs Coordinator (SENCo). To book an appointment, please call the school office on 01460 240750 (Infants) or



	01460 240172 (Juniors).
How will the school let me know if they have any concerns about my child's learning in school?	If we have any concerns about your child's learning or development, your child's class teacher will arrange to speak with you directly. This conversation allows us to share our observations, hear your insights, and build a fuller picture of your child's needs and experiences. We believe that working in partnership with parents is key to supporting children effectively, so we will keep you informed at every stage and involve you in any decisions about next steps or additional support.
Who should I contact if I am considering whether my child should join the school?	If you are thinking about applying for a place South Petherton Schools Federation, we would be delighted to welcome you for a visit. Please contact the school office on 01460 240750 (Infants) or 01460 240172 (Juniors) to arrange a tour and speak with a member of staff about your child's needs and the admissions process.
What support do you have for me as a parent of a child with a SEND?	At South Petherton Schools Federation, we are committed to supporting not just children with Special Educational Needs and Disabilities (SEND), but also their families. Your child's class teacher and our SENCo (Ms White) will work closely with you, offering guidance and practical advice on how to support your child's learning and development at home. We believe in strong partnerships between home and school. In addition, we can refer you to a range of external professionals and support services, depending on your child's needs.

B. How will school staff support my child?

Who will oversee and plan their education support?	At South Petherton Schools Federation, class teachers are responsible for the learning and progress of all pupils in their class, including those with Special Educational Needs and Disabilities (SEND). Class teachers work closely with the school's SENCo (Special Educational Needs Coordinator), Ms White, to plan tailored support for each individual child. The SENCo coordinates any additional educational support, while the class teacher implements this support within the classroom as part of everyday teaching. All staff use the Somerset Graduated Response Tool (SGRT) to guide their decision-making and ensure a consistent and effective approach to identifying and supporting SEND. This tool helps break down SEND into four broad areas of need and provides clear strategies for planning, personalising, and delivering support.
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	Our provision is built on the foundation of quality first teaching, which focuses on inclusive practice and removing barriers to learning. For most children, support begins with personalised and differentiated strategies identified through the SGRT. You can find out more about the Somerset Graduated Response here: Somerset Graduated Response – What to Expect from Education
Which professionals might be working with my child and what are their roles?	Your child will spend most of their time in the classroom, supported by their class teacher and the class Teaching Assistant (TA). These staff members are responsible for delivering high-quality teaching, adapting lessons to meet your child's individual needs, and providing day-to-day support. In addition to the class team, your child may also receive support from other professionals within the school: • ELSA (Emotional Literacy Support Assistant): A trained specialist who works with children to support their emotional well-being, self-esteem, and mental health. • Specialist Teaching Assistants: Some of our TAs have expertise in specific areas such as speech and language, autism, or social communication skills. They may be asked to work with your child if appropriate. If any additional adults are going to work directly with your child, you will always be informed in advance.
Who will explain this to me?	Your child's class teacher will be your main point of contact and will explain the support your child is receiving in school. They will keep you informed about any interventions, strategies, or adjustments being used to help your child make progress. If further support or specialist input is involved, the SENCo (Ms White) may also meet with you to explain the provision in more detail and answer any questions you may have.
How are the school governors involved and what are their responsibilities?	At South Petherton Schools Federation, we have a dedicated SEND Governor who works closely with the SENCo to oversee the school's provision for children with Special Educational Needs and Disabilities (SEND). The SEND Governor regularly liaises with the SENCo to monitor the effectiveness of SEND support and contribute to the ongoing development of the school's SEND offer. Together, they ensure that the school is meeting statutory requirements and providing the best possible support for all children. Both the SEND Governor and SENCo attend annual training and meetings to stay informed about changes in SEND policies and best practices, ensuring the school remains up to date and compliant.



What are the school's approaches to differentiation?	At South Petherton Schools Federation, we focus on removing barriers to learning so that every child can achieve their best. While Ofsted and the Department for Education (DfE) do not require teachers to create different tasks for every lesson, they emphasise the importance of personalised support to meet individual needs. Our approach includes: • Quality First Teaching: This is the foundation of all learning and focuses on inclusive practices that break down barriers to learning for all children. • One Page Profiles: Teachers and support staff use these profiles, which summarise each child's strengths, needs, and preferred learning strategies, to guide planning and teaching. • Tailored Support Strategies: These include using Teaching Assistant (TA) support, pre-learning activities (introducing new vocabulary and key concepts before lessons), and multi-sensory learning methods such as visual prompts, handling objects, and practical activities. By using these approaches, we ensure that teaching is adapted to suit different learning styles and abilities, helping every child to access the curriculum and reach their full potential.
How will that help my child?	By recognising and removing barriers to learning, we create an environment where every child can succeed. Following the graduated response, along with fostering a supportive and inclusive classroom, enables your child's class teacher to tailor support specifically to their needs. Through this approach, and by working closely with other professionals when needed, we help your child overcome challenges and build the skills and confidence they need to reach their full potential.

C. 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 and what opportunities will there be for regular contact about things that have happened at school?	At South Petherton Schools Federation, we value strong communication between home and school. There are several ways you can discuss your child's progress and stay informed about their experiences: • We have an open-door policy, you are always welcome to speak with your child's class teacher whenever you have concerns or questions. • All children have reading logbooks, which provide a simple way for parents and teachers to share comments and updates.
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	• For children with higher levels of need, we hold an Annual Review meeting each year. This meeting includes parents, teachers, the SENCo, and any other specialists involved in your child's support. • You can request meetings with the class teacher or the SENCo at any time if you wish to discuss your child's progress or support. • During parents' evenings, children's books are available for you to look through and discuss with the teacher. •
How does the school know how well my child is doing?	At South Petherton Schools Federation, we closely monitor every child's progress to ensure they are developing and achieving their potential. We do this through a variety of ways: • There is regular communication between the Head Teacher, senior leadership team, teachers, teaching assistants, and the SENCo to discuss the progress of all children. • Pupil Progress Meetings are held every term, where teachers meet with the Head Teacher to review each child's progress and identify any additional support needed. • The Head Teacher carries out ongoing monitoring of teaching and learning throughout the year to ensure high standards. • We conduct regular assessments in literacy, numeracy, and phonics, with progress tracked at the end of each term. • Before starting a new subject or topic, we assess what children already know (pre-assessment) and then assess again afterwards (post-assessment) to measure how much they have learned. This thorough and continuous approach helps us to understand your child's strengths and areas for development and to tailor support accordingly.
How will I know what progress my child is making?	At South Petherton Schools Federation, we keep you informed about your child's progress through several opportunities: • We hold Parents' Evenings in the Autumn and Spring terms where you can meet your child's teacher to discuss their progress and ask any questions. • In the Summer term, you will receive a detailed end-of-year report, and you are invited to meet with the teacher to review your child's achievements and next steps. • During Parents' Evenings, there is also an opportunity to share your child's books and see examples of their work and progress. • Your child will be given targets in English and Maths at the start of each term, and



	you will receive feedback on how well they have achieved these targets at the following Parents' Evening. If you wish, you can also book an appointment with Ms. White, the SENCo, to discuss your child's progress and any additional support they may be receiving.
How and when will I be involved in planning my child's education?	At South Petherton Schools Federation, we believe that parents play a vital role in supporting and planning for their child's education, especially where additional needs are identified. - If your child has a high level of special educational need, you will be invited to an Annual Review meeting each year. This is a dedicated opportunity to work together with the school and any involved professionals to set and review personalised targets for your child. - If your child is on the SEND register, you will be invited to at least one SEND review meeting during the school year, in addition to regular parent-teacher communication. - You will also be invited to contribute to and review your child's One Page Profile, which outlines their strengths, needs, and the support strategies in place. This helps ensure that your views and insights are part of the planning process.
Do you offer any parent training or learning events?	At South Petherton Schools Federation, we aim to keep parents informed and involved in their child's learning. While we do not have a fixed programme of formal training, there are several ways we support parent learning and engagement: - We offer a range of workshops where teachers demonstrate how English and Maths are taught in school and how parents can support their child's learning at home. Parents of Reception children are invited to a ULS workshop, which explains the phonics teaching approach and provides a starter pack to help support phonics learning at home. - We also run Emotion Coaching workshops for parents, as well as one-to-one Maths coaching sessions. Phonics workshops form a regular part of our annual cycle of parent events. - In addition, we host regular open classroom events, giving parents the opportunity to explore the learning environment and hear about their child's work. - Our Calculation Policy is available to help parents understand how we teach different areas of mathematics. - Each year, we consult parents through a questionnaire covering various topics,



	including SEND provision. • Parents are also informed about any relevant training opportunities, whether offered at school or by local agencies. • We also signpost parents to external training and workshops, run by local agencies, charities, or support networks, particularly for those supporting children with SEND.
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D. What support will there be for my child's overall wellbeing?

How does the school manage the administration of medicines.	At South Petherton Schools Federation, we follow local authority guidance on the safe administration of medicines within school. Our full Medicines in School Policy is available for parents to view on request or via the school website. If your child requires medication during the school day, we will work with you to ensure this is managed safely and appropriately. This includes: • Written consent from parents/carers before any medication is administered • Clear procedures for storing and recording medicines given at school • Staff training, where required, to ensure correct handling of specific medical needs For children with ongoing medical conditions or personal care needs, we will develop an individual plans in collaboration with parents, relevant school staff, and outside healthcare professionals. This ensures your child's health needs are met consistently and with care.
What support is there for behaviour, avoiding exclusions and increasing attendance?	At South Petherton Schools Federation, we are committed to promoting positive behaviour, supporting pupils in making good choices, and working with families to avoid exclusions and improve attendance. • We closely monitor and record behaviour, using a consistent approach that includes clear sanctions and rewards to reinforce positive choices. • If behaviour concerns arise, we arrange meetings with parents to work in partnership and create consistent strategies between home and school. • Our Behaviour Policy is available for parents on the website. We have been trained in



	Emotion Coaching techniques for young children across the school as well as restoratives to behaviour. At South Petherton Schools Federation, we follow Somerset Council's guidance on school attendance and actively work with our School Relationship Manager to monitor and improve attendance across the school. • We use our Attendance Policy to provide clear procedures and additional support to families where attendance is a concern. • Early intervention, open communication, and practical support are key to helping children maintain regular school attendance and avoid persistent absence.
How will my child be able to contribute his or her views?	At South Petherton Schools Federation, we believe that pupil voice is essential. Children are always encouraged to share their thoughts and feelings about their learning and the support they receive. • Pupils are actively involved in developing their own One Page Profiles, where they can share what helps them learn, what they find difficult, and what's important to them. • For children with higher levels of need, we invite them to take part in their Annual Review meetings, where they can discuss their progress, support, and future goals. • The SENCo regularly meets with children on the SEND register to gather their views about the support in place and ensure it is working well for them. By placing children at the centre of their own learning journey, we help them to feel valued, heard, and empowered.
How will the school support my child to do this?	At South Petherton Schools Federation, we actively promote Pupil Voice and support all children in expressing their thoughts and opinions about school life and their own learning. • We hold regular meetings with our school council, giving pupils a chance to raise ideas, concerns, and suggestions to help shape the school experience. • Children with SEND are supported by staff, such as their class teacher, Teaching Assistant, or the SENCo, when sharing their views. This may include using visual prompts, sentence starters, or one-to-one conversations to help them communicate how they feel. • Annually all pupils are encouraged to complete our school wellbeing questionnaire • Pupils are given time and space to contribute to their One Page Profiles and, where appropriate, are invited to take part in review meetings to share how they feel about their learning and support.

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



Are there specialist staff working at the school?	At South Petherton Schools Federation, we are proud to have staff trained in a range of specialist approaches to support children with a variety of needs. These include: • Neuroaffirming practices, which promote understanding, acceptance, and celebration of neurodiversity • The SCERTS model (Social Communication, Emotional Regulation, and Transactional Support), used to support autistic learners and others with communication challenges • Trauma-informed approaches, to support children who may have experienced adverse experiences or emotional difficulties • Behaviour inclusion strategies, helping pupils develop self-regulation and positive social behaviours • Therapeutic interventions, including: - ELSA (Emotional Literacy Support Assistant) - LEGO® Therapy to develop communication and social interaction skills
What other services does the school access, including health, therapy and social care services?	At South Petherton Schools Federation, we work closely with a range of external agencies and professionals to ensure that children and families receive the support they need. These services can be accessed through school referrals or, in some cases, by parents directly. Key services include: Somerset's Virtual School This newly expanded team supports children in complex educational situations, including: • Children Looked After (CLA) and Previously Looked After Children (PLAC) • Children facing barriers to learning • Pupils with neurodiverse needs • Gypsy, Roma, and Traveller communities • Pupils at risk of becoming NEET (Not in Education, Employment or Training) • Children experiencing difficult transitions between settings The Virtual School provides strategic advice, guidance, and interventions to help improve outcomes. Integrated Therapy Service This NHS-led team includes: • Speech and Language Therapists • Occupational Therapists • Physiotherapists



	Referrals can be made by educational staff or parents, and support may take place in school, at home, or within clinical settings. For more details, visit: Children and Young People's Therapy Service – Somerset NHS Foundation Trust Educational Psychology Service The school's Educational Psychologist works with the SENCo to: • Provide consultation and advice on complex needs • Support assessments for children being considered for an Education, Health and Care Plan (EHCP) • Offer strategies to support learning, social-emotional development, and behaviour PFSA (Parent and Family Support Advisor) Our PFSA provides advice and support for families around: • Emotional wellbeing • School attendance • Behaviour at home and in school • Family challenges and parenting support Health, Social Care, and Voluntary Agencies We also work in partnership with: • Health professionals (e.g. school nurses, YoungSomerset, CAMHS) • Children's Social Care • Voluntary and community organisations supporting families with SEND These collaborative links help us to deliver a holistic support system that considers both educational and wider family needs.
Where can I find information about Somerset's Local Offer?	Somerset's SEND Local Offer is a central hub of information, guidance, and support for children and young people with Special Educational Needs and/or Disabilities (SEND), as well as their families and professionals. It includes details about: • Education, health, and social care services • Support available in schools and the wider community • How to access help and make referrals



	• Rights, advice, and local support groups You can explore Somerset's Local Offer here: Somerset SEND Local Offer
What are the contact details of support services that can be accessed by parents and carers?	Parents and carers can find up-to-date contact details for a wide range of professionals and support services by visiting Somerset's Local Offer website. You can search for SEND providers and professional contacts here: Find SEND Providers – Somerset Local Offer This resource helps families connect with the right support at the right time.

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

Staff at South Petherton Schools Federation receive ongoing training to ensure they can provide the best support for children with Special Educational Needs and Disabilities (SEND). Training includes: • Safeguarding and Prevent Training • Neuroaffirming Practices- promoting understanding and acceptance of neurodiversity • Trauma-Informed Training, including ACES (Adverse Childhood Experiences) and Attachment awareness- supporting children who have experienced trauma or attachment difficulties • SCERTS Model Training- focusing on social communication, emotional regulation, and transactional support • Attention Autism- strategies to support attention and engagement • Inclusive Behaviour Training- approaches to encourage positive behaviour in an inclusive environment • Emotion Coaching- helping children understand and manage their emotions effectively • Lego® Therapy- a structured, play-based intervention to develop social communication and interaction skills • Talkabout- a social skills programme designed to support children in developing communication and relationship skills • The SENDCo has completed Senior Mental Health Lead (SMHL) training to support mental health leadership across the school • All Teaching Assistants (TAs) are First Aid trained • All TAs have attended training for ULS Phonics to support early literacy development • All TA's have accessed the Mastering Number, support for early math skills. • The ELSA-trained TA's regularly attends ELSA network meetings for ongoing professional development and additional
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training

G. 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, except for 2 upstairs classrooms on our Infant site. We have accessible toilets on both sites.
Have there been improvements in the auditory and visual environment and are there easy access changing and toilet facilities?	The Visual Support team have surveyed the school to ensure that it is accessible for anyone suffering a visual impairment. We have 1 easy access changing and toilet facility.
How does the school communicate with parent/carers whose first language is not English?	We have access to the Ethnic Minority Achievement service 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.
How do you involve parent/carers in planning activities and trips?	Advice from parents or carers is welcomed and essential on these occasions.

H. How will the school prepare and support my child to transfer to a new school?

What preparation will there be for both the school and my child before he/she joins the school?	For children joining South Petherton Schools Federation, we arrange meetings between both previous and current setting and plan additional visits to ensure a smooth transition between educational settings. This gives parents plenty of opportunities to discuss their child's needs and allows teachers to understand and observe the child's requirements. For children who already have an identified SEND, we organise extra meetings and visits during the summer term to provide tailored support before the move. Children joining the school mid-year are encouraged to visit beforehand and are given a
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	buddy to help them settle in when they start. Whenever possible, the SENDCo will visit the child before they transfer to get to know them and understand their needs.
How will he/she be prepared to move onto the next stage and how will you support the new school to prepare for my child?	South Petherton Schools Federation works closely with all local feeder preschools, maintaining strong working relationships throughout the year to support smooth and successful transitions into Reception. Our SENDCo, Ms White, meets regularly with staff from our linked and local preschools and schools to share key information about each child's needs and the support they receive, ensuring continuity as they move into school. Additional transition visits are arranged to help children become familiar with their new environment. For pupils with SEND transferring to the Junior School, extra transition visits are arranged on top of the usual Year 2 transition activities. These help children build confidence in their new setting and allow them to meet staff ahead of the move. To ensure consistency in support, Ms White is employed as the SENDCo across both the Federation, providing continuity for children and families throughout their primary education journey.
What information will be provided to his or her new school?	We provide the new school with detailed information about your child's current levels of achievement in reading, writing, and maths. In addition, we share any specialist reports and assessments that have been completed. We also inform the new school about your child's current needs and the provision in place to support them, ensuring a smooth and well-informed transition.

I. 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 receives funding based on the total number of children on roll. Additionally, there is a specific formula that calculates how many children with Special Educational Needs (SEN) a school is likely to have, and extra funds are allocated to support these children. For children with higher levels of need, the school can apply for additional funding called 'Top Up Funding' to provide more targeted support based on the child's individual requirements.
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Can you describe the decision making progress about how much support my child will receive?	Like all schools in Somerset, South Petherton Schools Federation follows a graduated response to identifying and supporting children with SEND. This means that support is carefully planned and adjusted based on your child's individual needs and progress.
Who will make the decision and on what basis? Who else will be involved? How will I be involved?	At South Petherton Schools Federation +, we follow the Somerset Graduated Response Tool to provide high-quality teaching that is differentiated for each pupil's individual needs. You can find the tool here: https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response/ If your child is not making expected progress, the class teacher, SENDCo, and you (the parents) will work together to problem-solve, plan support, and agree on teaching strategies tailored to your child's needs. At this stage, your child will be placed on a Monitoring Register, indicating that additional needs are being investigated. There is one formal category of SEND support within the school called 'SEN Support' (which replaces the previous School Action and School Action Plus categories). If initial strategies and support do not resolve the concerns, a One Page Profile will be created with input from you, your child, the SENDCo, and the teacher. This document outlines your child's needs, any diagnosis, and useful support strategies. For children with very complex needs, an Education, Health and Care Plan (EHC Plan) may be requested. This is a legal document that describes the personal goals, outcomes, and specific support your child will receive throughout their education. The EHC Plan can include a personal budget, giving you more control over the support your child receives. Throughout the entire process, you will be fully involved and consulted to ensure your child's needs are understood and met effectively.
How does the school judge whether the support has had an impact?	We closely monitor the progress of every child in the school using regular assessments and tracking tools. We only use intervention programs that are well-researched and have measurable outcomes, so we can clearly see whether the support is helping your child make progress. If a child is not making the expected improvements, we review and adjust the support plan to better meet their needs.



J. How are complaints made regarding the provision for a child with Special Educational Needs or Disabilities?

What do I do if I feel that adequate provision is not being made for my child's SEND?

If you have concerns about the support and provision in place for your child, the first step is to speak directly with your child's class teacher. They can listen to your concerns and work with you to make any necessary changes.

If you still feel the provision is not adequate, you can arrange a meeting with Ms White, our SENDCo, to discuss your concerns in more detail.

Should you feel your concerns have still not been resolved, you can follow the school's formal Complaints Procedure, which is outlined in the Complaints Policy available on the school website.

Additionally, you may wish to seek independent advice and support from Somerset SENDIAS (Special Educational Needs and Disability Information Advice and Support Service). They provide free, confidential, and impartial information and advice for parents, carers, children, and young people up to age 25.

You can find more information here: [Somerset SENDIAS](#)