

## SEN INFORMATION REPORT

### Reviewed October 2025



*'The one who gets wisdom loves life.'* Proverbs 19:8

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## The SEN team

The school SENCO is Kate Oliver, known as “Inclusion Coordinator”.

The preschool SENCO is Jody Allen.

The SEN governor is Anna Risius.

## How do we help parents understand their child's educational needs?

We always aim to build positive partnerships with parents by being open and as accessible as possible. We are here to listen to you about your child's needs as you know them best. Parental involvement ensures that we can work together for successful outcomes for all.

## How do you know if a child needs extra help?

Upon entry to Charlton Mackrell Primary School, registration forms are completed by parents together with supporting documentation from other settings, if applicable. All children at Charlton Mackrell Primary School are monitored closely by their Class Teachers. If the parent/s/Class Teacher has any concerns about the progress or attainment of a child, this will be discussed with Mrs Oliver, our Special Educational Needs Co-Ordinator (SENCo). Following the Somerset Graduated Response Toolkit, staff will use the quick checkers tool to identify need, as well as the universal barriers and strategies document to consider the next steps for support. If and when necessary, assessments may be conducted to identify any difficulties in more detail, which could lead to additional interventions, referral to

external agencies (with the consent of parents) or signposting parents to contact agencies directly for support or advice.

## How will school staff support my child?

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children, this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical
- Social, Emotional and Mental Health.

This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: [Somerset's Graduated Response Tool](#)

We have created several quiet places, such as our ELSA room and Peace Garden, which are used for individual and small group work, to meet social, emotional and educational purposes.

The staff team is first aid trained, with a number of members qualified as pediatric first aiders. We also have an ELSA specialist who supports the emotional well-being of our

children. Team around the school (TAS) and team around the child (TAC) meetings are arranged to support individual families and children.

### How will my child be involved in decisions made about their education?

Your child's involvement in decisions about their education will depend on their age and ability to understand and contribute. We understand that every child is different, so decisions will be made individually, taking your views into account.

We may gather your child's opinions in several ways, such as asking them to:

- Attend meetings where their progress and outcomes are discussed
- Share their views with a member of staff who can represent them during the meeting
- Complete a questionnaire or survey

### How will the curriculum be matched to my child's needs?

All class work is planned to support all learners with children's different styles of learning taken into account, so outcomes are varied. Observation, marking and assessment inform planning on a day-to-day basis to ensure all work is accurately matched to the needs of all children.

## How will I know how my child is doing and how will you help me to support their learning?

Teachers and the SENCO continually observe and assess all pupils to monitor the impact of interventions. There are parents' evenings each term and annual reports are sent home in the Summer Term. Parents of identified SEN children will be offered termly meetings to ensure that we are all working together. In this meeting, pupil passports will be shared which include individual learning goals with recommendations of how targets can be supported at home. In addition, parents of children with High Needs funding, or those with an Education Health and Care Plan, will have an annual review meeting to inform and plan for next steps.

## What support will there be for my child's overall wellbeing?

At Charlton Mackrell, older children are given the responsibility of acting as buddies to younger children. The school aims to foster a caring environment and alongside support received for academic subjects, children may receive Social, Emotional and Mental Health support through Emotional Literacy Support (ELSA) sessions or Lego Therapy. The Community Learning Partnership (CLP) also has a Parent and Family Support Advisor (PFSA), who can work with children and families. Specific plans and support will be put into place for children experiencing difficulties with behaviour and those needing medical support.

## What specialist services are accessed by the school?

When a child has a specific need, we access County services – such as the educational psychologist, learning and behaviour support advisors. We also access advice for physical impairments and medical conditions, including support for children with hearing and vision impairments, from the Physical Impairment and Medical Support Team (PIMS). Speech and language therapists, physiotherapists and occupational therapists via the NHS are contacted when necessary. To ensure that we understand the needs of individual pupils, we invite specialist training for the whole team.

## How accessible is the school environment?

The school site is mostly wheelchair accessible. Where there are steps, alternatives are available with ramped entries. There is a toilet which has been adapted for use by those with a disability.

## How do we cater for off-site visits?

All children have the right to access educational visits wherever it is safe for them to do so. For those with additional needs, alternative provision can be made; for example, additional adult support, alternative transport arrangements or alternative arrangements for the administration of medicines. Parents are invited to accompany children on visits where this helps with inclusion and accessibility.

## How will the school support my child's transitions to new settings?

Depending on the child's needs, a school entry plan meeting (SEP) may be arranged in the term prior to your child leaving our school. This will be attended by parent/carers and school staff, together with any external professionals involved in supporting your child. At the meeting, plans are agreed as to how all concerned can make the transition to your child's next setting or senior school as smooth as possible.

For children with medical needs, this will include identifying staff training needs to ensure your child's needs are fully met and any potential difficulties/hazards identified and overcome.

'Move up' sessions are held in the summer term to ensure children are familiar with the staff and setting prior to starting school in September. On moving to secondary school, children in Year 6 with additional needs are discussed with the SENCO at the secondary schools once places have been allocated. Additional visits can be organised within school time, supported by school staff and additional resources made, e.g. books of photos to ensure your child is familiar with the people and places they will come across.

Additional information can be found under Somerset's Local Offer:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

Further information about Somerset's Graduated Response: [Somerset's Graduated](#)

[Response Tool](#)

*All policies and procedures of Charlton Mackrell Church of England Primary School and Preschool take into account the Ethos, Vision and Safeguarding statements which can be found on the School website.*

## What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy: [Complaints-Policy-2025.pdf](#).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice: [SEND code of practice: 0 to 25 years - GOV.UK](#)

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## Useful Websites

### Information and support:

[Somerset Parent Carer Forum CIC Ltd \(not for profit\) company no. 10227489](#)

[SEND Navigators \(somerset.gov.uk\)](#)

[BBC - Parenting](#)

[Support & advice for parents | NSPCC](#)

[Parent Talk - A Parenting Blog \(parentalk.co.uk\)](#)

[Contact: the charity for families with disabled children](#)

[What is Autism? | Autism Education Trust](#)

[British Dyslexia Association \(bdadyslexia.org.uk\)](#)

[Childline | Childline](#)

[Primary resources, homework help and online games - BBC Bitesize](#)

Reviewed by Kate Oliver (SENCO) in consultation with staff, governors and the school community.