Maiden Beech Primary Academy

Special Educational Needs SEN Information Report

An overview of how we support students with special needs or disabilities at our Academy

Head Teacher	Claire Luce	claire.luce@maidenbeechprimary.org
SENDCo	Emily Milsom	senco@maidenbeechprimary.org
SEN Governor	Anne Buller	office@maidenbeechprimary.org
This report has been produced in collaboration with parents, children and staff of Maiden Beech Primary Academy. Reviewed September 2026		

Introduction

Maiden Beech Primary Academy is a mainstream school. We aim to ensure that:

- Staff have high aspirations for every child, celebrating individual differences in ability, aptitude and skills. We endeavour to meet all individual need, providing opportunities for all students to reach their full potential.
- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- We identify and assess children with SEND as early and as thoroughly as possible using the revised Code of Practice (2015).
- 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.

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

The Somerset SEND Local offer is accessible at: Somerset's SEND Local Offer

Quotes from parents of SEND students in the SEN Parent surveys:

"As a family we feel so well supported. We have been so impressed- not only with the running of the school, but the care and knowledge of staff."

"School have offered more support than any other place…staff are good at listening and explaining everything"

"I love school, I want to go back all the days"

Somerset's Graduated Response Tool - **Somerset's Graduated Response Tool** that replaced the Somerset Core Standards. This has been co-produced with stakeholders from education, health, social care, parent carers and support service teams.

Quality First Teaching underpins the Graduated Response and all educational provision. With Quality First Teaching, student's needs are met in the classroom through highly focussed and well-planned personalised teaching with high expectations for all learners. Somerset's Graduated Response describes the entitlement of children and young people with Special Educational Needs and Disabilities in early years' settings, schools, and further education in Somerset.

You can find the Tool here:

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

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

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for 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. The Academy's provision for SEND is defined as support which is, 'additional to or different' from that which is available to all children. We recognise that children make progress at different rates.

When identifying a child as having SEND we would consider the following:

- Liaison with nursery/pre-school/previous school
- Your child is performing significantly below expected age related expectations of their peer group
- You as parent/carer have raised concerns
- Your child's teacher(s) have raised concerns
- Liaison and advice from external agencies, e.g. physical health diagnosis from paediatrician

A Graduated Approach

The SEND (0-25 years) Code of Practice (2015) sets out that schools/academies/ colleges should develop a Graduated Approach – a cycle of assessment, planning and reviewing their actions in detail and with increasing frequency to identify the best way of obtaining adequate progress for children/young people.

Staff, SENCO and other professionals will follow the sequence of assess, plan, do, 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. The Code of Practice highlights the Assess, Plan, Do, Review cycle as a strategy used to both identify and further support SEND students. The four-part cycle of, 'Assess, Plan, Do and Review' provides a thorough understanding of your child's needs and outcomes following intervention.

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

If you tell us that you think your child has a SEND, we will discuss this with you and investigate – we will share with you what we find and agree with you next steps and also what you can do to help your child.

If there are concerns that your child has SEND in the first instance they may be added to a cause for concern list. This will mean that extra support is put in place and the impact of that support will be closely monitored. If after this support your child is identified as having a SEND, their name will be added to the SEND register. We recognise that your child's needs may change over time and provision will reflect that. Parents will be informed if their child is placed on or removed from the SEND register.

How will the school support my child?

Staff and the SENDCo can offer advice and practical ways that you can help your child at home. Regular communication between key staff supporting your child, and home, is always encouraged.

Recommendations from external agencies e.g. speech and language therapist, will be shared with you so that strategies can be implemented at home and school. This may be in the form of a therapy care plan. The area Parent and Family Support Advisors (PFSAs) are also available to give advice and support.

We write Pupil Passports for children who are recognised on our SEND register, these detail the child's strengths and difficulties, support strategies and information from Support Services and are sent home to you. We have an Open Door Policy and are available to meet to discuss your child, should you have any concerns or can be messaged via the school communication system: Class Dojo.

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

We work closely with external agencies that support individual children's needs within our academy.

These may include GP, School Nurse, Educational Psychologist, Paediatrician, Speech and Language Therapist, Occupational Therapist, Access to Inclusion (previously the Learning Support Team and the Autism and Communication Team), Access and Assistive Technology Teams (previously PIMSS), the Child and Adolescent Mental Health Service (CAMHS). We also work with a range of further services including Family Intervention Service and Children's Social Care.

If it is decided that your child may benefit from support from a specialist service, then they will be referred by the SENDCO. Before this referral an Early Help Assessment meeting will take place where the available help will be discussed.

How is the curriculum adapted or made accessible to my child?

Staff differentiate the curriculum to meet the specific needs of each individual child. Additional resources are made available to ensure that each child is able to take part and included in every day learning as well as extra-curricular activities. Specific interventions are put in place to encourage the individual child's progress and development to access the curriculum.

Education Health Care Plan (EHCP)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, a statutory assessment will be considered. If statutory assessment is agreed by Somerset County Council SEND team, further assessments are completed and reports collated from outside agencies to assess level of need. If evidence demonstrates a significant SEND need, an EHCP will be written by Somerset County SEND team. Parental permission will be sought when requesting statutory assessment.

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 academy's ability with the funds available. The budget is allocated on a needs basis. The students who have the most complex needs are given the most support.

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

The SENDCo and teaching staff will discuss your child's needs and 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 assess what impact the support has had on my child?

As a school we measure student's progress in learning against the National Curriculum Standards, as well as the Pre-Key Stage Standards and Engagement Model for those children working below Age Related Expectations. We carry out baseline reading and spelling assessments of all children from the age of 5, this allows us to monitor the development and progress of all the children and ensure early identification of need. Through targets agreed by key staff and outside

agencies we assess and monitor and also through book scrutiny/reviews and observations carried out by our SEND Governor and SENDCo.

- We track student progress from their admission through to when they leave school, using a variety of different methods, which include some standardised tests, as appropriate.

- Children who are not making expected progress are identified through Pupil Progress Meetings, SEND referrals and discussions with staff.

What opportunities will there be to discuss my child's progress and who will share my child's needs and progress to me?

We aim that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly. We have an 'Open Door' policy and would always welcome and give time to hear your concerns and questions.

- You will have an opportunity to meet your child's class teacher(s) and/or the SENDCo at parents' evenings to discuss your child's needs, support and progress.

- If your child has an Education Health and Care Plan you will be invited to a review meeting. At this meeting the SENDCo, relevant staff involved with your child and any other professionals involved in your child's care will review your child's progress and agree next steps.

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

Staff and the SENDCo can offer advice and practical ways that you can help your child at home.

If necessary, parents can be provided with a home/school communication book which your child will bring home daily so that comments from parents and the teacher(s) can be shared. Regular communication between key staff supporting your child, and home, is always encouraged.

Recommendations from external agencies e.g. speech and language therapist, will be shared with you so that strategies can be implemented at home and school. This may be in the form of a therapy care plan.

The school Parent and Family Support Advisor (PFSA) are also available to give advice and support.

We organise workshops e.g. Understanding Phonics, Stay and Play sessions, we write Pupil Passports for children who are recognised on our SEND register, these detail the child's strengths and difficulties, support strategies and information from Support Services and are sent home to you at home.

We have an Open Door Policy and are available to meet to discuss your child, should you have any concerns.

What is the pastoral, medical and social support available to ensure my child's overall well-being?

We have a caring, understanding ethos and are an inclusive academy; 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 all staff. All SEND children have a named key adult to support their specific needs. Also children choose a trusted person to share any worries or concerns they may have. With consent we can complete a referral (EHA-Early Help Assessment) to the community Parent and Family Support Advisers (PFSAs) who supports families within the home environment and school with various needs/worries.

How will my child be included in activities outside the classroom including day and residential trips?

We aim for all students to be included on school day trips and residential stays. We will provide necessary adaptions, having consulted with you, to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be 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 try and include the child.

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

We have a policy regarding the administration and management of medicines on the school site.

If a child's health care needs are longer term, a medical or health care plan will need to be put in place. This will be done by health care professionals, parents and the SENDCo.

Staff receive regular training regarding conditions and medication affecting individual children so that all staff can manage a medical situation should the need arise.

If a child requires personal care, a Personal Care Plan will be in place and staff will have undergone the appropriate training to undertake this level of care.

What support is there for behaviour, avoiding exclusion 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. We also take every opportunity to include pupils socially at break and lunch times.

If a child has behavioural difficulties, we may decide to support them with a behaviour plan or positive handling plan which is shared with the child and parents to identify the specific issues and put relevant support in place. We may also put a risk assessment in place to ensure the individual child and their peers are kept safe.

After any serious behaviour incidents, we will inform you about what has happened. We would then work with the child to help identify why the incident happened and what needs to be done differently next time to prevent a reoccurrence.

Which interventions take place in school to support your child?

The academy offers 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 which include:

- Phonics interventions, including Sounds Write
- Talkabout (social communication intervention)
- Emotional support/nurture
- Precision teaching
- Fine/gross motor skills
- ELSA
- Delivery of care plans written by both the Trust and NHS, Speech and Language Therapists
- Staff are trained by medical services to give medical support and personal care.
- Individual support for children with English as an Additional Language Interventions are bespoke and personalised to meet a child's individual need. If you require any more detail on the above interventions, please contact the school SENDCo.

- Interventions are bespoke and personalised to meet a child's individual need. If you require any more detail on the above interventions, please contact the school SENDCo.

How accessible is the academy environment?

The school is wheelchair accessible with a disabled toilet. Further details can be found in our Accessibility Policy on our school website.

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

We recognise that "moving on" can be difficult for a child with SEND and take steps to ensure that this transition is as smooth as possible.

We encourage all new students 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.

We hold transition meetings for all children with special educational needs or a disability during the summer term in preparation for them leaving us for the next stage of their education.

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 SENCO would liaise with the previous or following SENCO.

If your child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school. All new EHCP placements need to be agreed through the consultation process through Somerset SEND Panel/Team.

How will the school involve my child in their education?

We gather pupil views and opinions through pupil questionnaires (pupil voice), as part of their own personal Pupil Passport reviews, through our Children's School Council and by teacher to pupil learning feedback.

How are the School Governors involved, and what are their responsibilities?

The SENDCo reports to the Governors 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.

We have a named SEND Governor who keeps the Governing Body informed.

The SENDCo informs Governors of any recent changes in SEND policies both nationally, locally and also school based.

What should I do as a parent if I think my child may have special educational needs?

We have an Open Door Policy so please come and talk to us – in the first instance contact your child's Class Teacher; if you still have concerns you can contact the school SENDCO (Special Educational Needs and Disabilities Coordinator-Emily Milsom). Look at our Special Education Needs and Disability policy, our Accessibility Plan and the county local offer, all available on the school website for further details of support provided.

Somerset SENDIAS is an organisation that provides independent advice and support for families. Phone: 01823 355578
Email: info@somersetsend.org.uk

Somerset SENDIAS

Special Educational Needs and Disability Information, Advice and Support

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

Contact the School Office to arrange a meeting with Mrs Claire Luce (Head Teacher). If your child has a special educational need or disability, contact the SENDCo (Emily Milsom) who will discuss how the school could meet your child's needs.

Phone: 01460 72677

Email: office@maidenbeechprimary.org

SENDCo: Emily Milsom

Contact details: 01460 72677

If unfortunately you feel unhappy about decisions or provision for your child, a copy of the complaints procedure can be found on our website.

Useful Websites

- Hearing Impairment: www.ndcs.org.uk www.signature.org.uk
- Autism: www.autism.org.uk www.autismsomerset.org.uk
- Vision Impairment: www.somersetsight.org.uk www.rnib.org.uk
- www.sompar.nhs.uk/what-we-do/children-and-young-people/parent-carer
- Somerset SEN parents support Somerset SENDIAS
- Occupational therapy Children and Young People Occupational Therapy Service