



WESTONZOYLAND

Community Primary School and Pre-school

SEN Information Report

Westonzoyland Primary School is an inclusive school where all pupils are supported.

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. The information within this document highlights how we identify, support and assess pupils with SEND to ensure they make progress academically, socially and emotionally.

Feb 2026

WHO IS RESPONSIBLE FOR SUPPORTING CHILDREN WITH SEN OR A DISABILITY AT WESTONZOYLAND PRIMARY SCHOOL?

All staff at Westonzoyland Primary School are committed to providing the best learning opportunities for all children. We are an inclusive school, working with parents/carers and a range of professionals to ensure the best education for all.

How people in the school support children with SEN or disabilities;

Who?	How?
Andy Clark Headteacher	• By managing the day-to-day running of all aspects of the school, including support for children with SEN/disabilities • By managing the individual staff responsible for teaching and supporting children with SEN/disabilities • By reviewing the progress of all pupils in the school • By keeping the Governing Body up to date about issues relating to SEN/disabilities in the school
Class teachers	All teachers at Westonzoyland Primary School teach pupils with SEN and/or disabilities. Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants and/or specialist staff. High quality teaching that is differentiated and personalised, should be available for all pupils. Teachers specifically support pupils with SEN/disabilities; • By providing the best possible differentiated teaching to meet the needs of all children in their class • By being the first point of contact for parents/carers who want information or have concerns about their child's learning and progress • By collating evidence for children causing them concern through the graduated response tool that can be shared with the SENDCO • By ensuring that all advice and guidance from external agencies, EHCPs or Personalised Learning Plans is adhered to consistently • By using the 'Plan, Do, Assess, Review' model (see SEN and Disabilities Policy) for children on that log, to ensure that they begin to make progress • By keeping records that may help with identification of possible SENs if a diagnosis has not been made • By ensuring that they support staff working in their classroom or with their class to deliver the planned work or interventions, and are aware of how the work or interventions are impacting on the child's rate of progress • By liaising with the SENCO and ensuring that they provide information needed by specialist agencies • By ensuring that recommendations made by specialist agencies for children with SEN/disabilities are followed
Laura Liddell, SEND Coordinator (SENDCO)	• By keeping an 'SEN Register' which records children who require SEN support and states whether they have an Education and Health Care Plan (EHCP) • By liaising with parents/carers of children on the SEN List • By coordinating support for children with SEN/disabilities to make sure all children get a consistent, high quality response that meets their needs in school • By liaising with all the people who may be able to come into school to help support children's learning, e.g. Speech and Language Therapists • By keeping clear records about all children with SEN identified on the school's SEN List • By keeping an overview of intervention programmes and their impact • By managing teaching assistants who are supporting children with SEN/disabilities or running intervention programmes • By providing or enabling regular training for all school staff in areas relating to SEN and disability.

Teaching Assistants	• By delivering support through work planned by the teacher, to all children in the class they work in, some of whom may have SEN/disabilities • By following all advice and guidance given by the SENDCo regarding the needs and approaches that should be adopted for SEN children. • By delivering planned programmes of work, called interventions, to small groups of children with SEN/disabilities and liaising with the class teacher about the progress the children they work with are making • By supporting some children on a one-to-one basis some of the time, if necessary.
School Governors	The Local Governing Body has identified a governor to have specific oversight of the school's provision for pupils with SEN and disabilities. The SEND governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. • By making sure that all policies, including the SEN and Disabilities Policy and Equalities Policy are kept up to date and regularly reviewed • By helping to secure the necessary provision for any pupil identified as having SEN or a disability. • By ensuring that all teachers are aware of the importance of providing for SEN children • The SEND Governor liaises with the SENCO to monitor SEN arrangements across the school

Who do I speak to if I am worried?

1. Speak to your child's class teacher.
2. If you are still concerned you can make an appointment to meet with the Special Educational Needs and Disabilities Coordinator also known as the SENDCo (Laura Liddell) to discuss your concerns further. Mrs Bell works with class teachers to ensure that children's needs are quickly identified and that the right provision is in place to help every pupil make good progress

HOW DO STAFF AT WESTONZOYLAND PRIMARY SCHOOL KNOW IF MY CHILD HAS SEN OR A DISABILITY AND NEEDS EXTRA HELP?

If parents/carers have any concerns they should see the class teacher in the first instance. Teachers are available at the beginning and end of the day for brief discussions, or an appointment can be made if a more detailed discussion is needed. The progress and wellbeing of all children at Westonzoyland Primary School and Pre-school is monitored closely by their class teachers. If the class teacher has concerns about the progress or attainment of a child, they will discuss this with the child's parents/carers as well as the SENDCO. A programme of additional support may be provided as part of a small group or individually. Specific assessments will be carried out to provide more detail about the difficulties. Should a child continue to make poor progress despite additional support, with the consent of parents/carers, they will be referred to external specialists.*

How Westonzoyland Primary School identifies children who require additional support

How?	What Happens?
If a child already has a diagnosis of SEN or has a disability or a diagnosed medical condition	A specialist agency such as Paediatrics, Speech and Language, Occupational Therapy, Educational Psychology or Learning Support will have assessed and diagnosed the child. The specialist agency will give you a letter containing the diagnosis and will ask if you are happy for this to be shared with the school. A report containing recommendations will often accompany the diagnosis. The recommendations will help support the child in school. The SENDCO liaises with the class teacher to ensure that the recommendations can be followed and that the teacher is equipped to teach that child. This may mean providing extra training for the teacher and support staff, extra resources for the classroom or extra intervention programmes. A child with a diagnosed SEN/disability can be put on the SEND List if their need is affecting their progress in school. Irrespective of being on the SEND List, arrangements are always made to meet any learning, physical, mental health or medical need in school. Therefore a diagnosis of a particular disability or need may not result in a child needing to be placed on the list if no additional measures need to be put into place to ensure their continued good progress.
A child is making less progress than the other children in the class	The teacher discusses the child with the Headteacher and SENDCO at pupil progress meetings. The teacher should have collated evidence of their concerns through the Graduated Response tool which can also be presented. The teacher plans additional, targeted support for the child within the classroom. The support is delivered and the teacher reviews their progress. If the child is still not making expected progress, the teacher liaises with the SENDCO to discuss possible SEN (this process is known as the Assess, Plan, Do, Review cycle). The SENDCO, with the permission of the parent/carers, investigates if SEN is causing slow progress. This may happen by the class teacher keeping additional notes on a child for example, through the Early Identification of Dyslexia tracker, or by asking for an assessment by an outside agency such as Speech and Language Therapy, or by delivering assessments in school such as working memory tests. In the meantime, additional support for the child in the classroom continues until a diagnosis is reached and the school knows whether or not to add the child to the SEND List and if any further arrangements need to be made.
Parents/carers have concerns about their child	Parents/carers speak to the class teacher or Headteacher about their concerns. If these relate to SEN or possible SEN, the Headteacher/SENDCO will discuss the issues and then liaise with outside agencies or teaching staff as described above.

HOW WILL WESTONZOYLAND PRIMARY SCHOOL SUPPORT MY CHILD IF THEY HAVE SEN OR A DISABILITY?

***Additional support in school is known as provision.**

Your child's education will be planned and monitored by their class teacher. Your child may work with class teachers, teaching assistants or external specialists who will deliver specific programmes and differentiated class content. This will be explained to parents/carers by class teachers, but further support and clarification can be sought via the SENDCO.

How Westonzoyland primary School will support children with SEN or a disability;

How?	What Happens?
By ensuring that there are funds available to meet the needs of children with SEN and/or disabilities The Headteacher/SENDCo and Finance Officer identify and manage funds to support SEN children/children with disabilities at Westonzoyland Primary School (the SEN budget).	It is expected that the school meets the needs of a child by spending up to £6,000 per child from the formula budget if extra money has to be spent to meet their needs. If a child has an Education, Health and Care Plan (EHCP) and more funds are necessary to meet their needs, the SENDCo can apply for top-up funding from Somerset County Council through an annual audit. The SENDCO prepares a bid for the audit and the bid is compared against bids throughout the county. Extra funds are then allocated to the children with the highest needs across the county. If your child has high needs and you or the school think that they need an EHCP, the SENDCo will discuss this with you. Application for an EHCP is a legal process that supports children who have severe, complex and lifelong needs. You can find out more about this in the Somerset County Council Local Offer (see section 9). The management of school SEND funds is at the discretion of the Headteacher and governors, who use these to meet the needs of all SEND children across the school.
By delivering the best possible quality first teaching (Wave 1)	Teaching staff teach in such a way as to address the needs of all children in their class. They differentiate their lessons to suit all abilities and learning styles.
By providing additional group support (Wave 2)	The class teacher organises additional support for small groups of children in their class. This may be additional literacy, phonics, mathematics, social skills or other aspects of the school's curriculum. Groups may be run by teaching assistants but work will be planned and monitored by the class teacher. Westonzoyland Primary School also provides some intervention programmes which pupils across the school access as required. These include; social communication groups, speech and language groups and handwriting interventions.
By providing focussed interventions which apply to one child only (Wave 3)	Westonzoyland provides some one-to-one interventions where children require high level and specialist input for particular aspects of their learning e.g. support from a specialist literacy teacher for pupils with dyslexia. In some cases one-to-one support will be recommended by an outside agency, for example, to deliver a speech and language programme. In some cases, a child with SEND will also require a level of support from a teaching assistant over and above that of other children in the class. This usually means that they have an individualised curriculum, which is additional to and different from that provided for the rest of the class. This is planned by the class teacher with assistance from SENDCo as required and may be delivered by a teaching assistant or assistants. All children have the right to a rich academic diet that is suitable for their individual needs.

HOW WILL I BE INVOLVED IN MY CHILD'S PROGRESS AT SCHOOL IF THEY HAVE SEN OR A DISABILITY?

There are parent/carers consultation evenings twice each year and reports are written in the Spring term. In addition to this, children who have an Education, Health and Care Plan (EHCP) will have an Annual Review meeting to inform and plan for next steps. Additional meetings are also held for parents/carers whose children are on the school's SEND List. These meetings are offered twice each year; parents/carers identify the staff they would like to attend and set the agenda for the meeting.*

Structures to enable parents/carers to be actively involved in shaping support for their child;

How?	How Does This Happen?
By liaising with the teacher	Westonzoyland teachers want to have a regular, on-going relationship with parents/carers. They are happy to talk to parent/carers at mutually convenient times; making an appointment is a good idea because it ensures the teacher has time to talk. All parents/carers will have two planned consultation meetings with the class teacher each year and an Annual Written Report. In the Pre-School the Key Worker will be the source of most communication about a child.
By liaising with the SENDCo	The SENDCo is available to talk to parents/carers. This may be over the phone or by appointment. They will also meet parents of children on the SEND List once a year. For children with High Needs or those who have an EHCP, this meeting will take the form of an Annual Review and other professionals involved with your child may attend. Parents of children with SEN or disabilities are offered two additional consultation meetings per year in October and April with the SENDCo.
By being aware of my child's learning programme	You will be given a copy of the provision map or Individual Learning Plan (ILP) for your child and will know the targets on this. This will be written by your child's class teacher, You will be invited to attend reviews with the class teacher (at least twice a year) to consider your child's progress and evaluate the impact and quality of the support and interventions. In consultation with you and your child, the class teacher, working with the SENDCo, will revise the support and required outcomes, making any necessary amendments going forward.

HOW WILL MY CHILD BE INVOLVED IN MONITORING THEIR PROGRESS IF THEY HAVE SEN OR A DISABILITY?

The school actively seeks children's views and feedback. We find children to be honest and insightful. Their contributions have helped us shape and improve practice.

Ways in which children are supported to review their progress and shape personal targets and whole school practice;

What Kind Of Involvement?	How?
Through their class targets	Children at Westonzoyland are made aware of next steps through using success criteria in their work. They actively engage with evaluating their progress through reviewing their own work and their teacher feedback.
Through individual feedback	Children with SEN or disabilities will be asked for views on their progress as well as things that are working well for them and things that could be improved. Views will be gathered when Individual Learning Plan (ILPs) are reviewed, for Annual Review meetings and in preparation for the additional consultation meetings held for parents/carers of children with SEN and disabilities (see section 4). Sometimes children's views are recorded for them, and if they can, they write the feedback themselves. External agency staff such as Speech and Language Therapists who work on specific programmes with children, meet with them from time to time to review targets on their ILP and celebrate success.
Through group discussion with the SENCO	The views of children with SEN and disabilities are gathered at least twice a year. To do this, the SENDCo meets with a representative group of pupils and leads a discussion centred on key questions. Pupils' views and comments on the 'School's Offer' were obtained in this way. Children are generally very honest; their views have been perceptive and we have found them helpful in shaping change and improving practice.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S NEEDS AND OVER ALL WELLBEING?

School staff are trained to support children with particular needs such as dyslexia, social communication difficulties, speech and language difficulties etc. Further to this, the school is able to access support from external agencies including;

- Speech and Language Therapists
- Educational Psychologists
- Learning Support Advisory Teachers
- Physical Impairment and Medical Support Team
- Hearing Impairment Advisory Teachers
- Visual Impairment Advisory Teachers
- Occupational Therapists
- Physiotherapists
- Autism and Communication Advisors

In addition to support received for academic subjects, there is a range of pastoral support available. We also have a Parent, Family Support Advisor (PFSA) who can work with children and families. Specific plans and support will put into place for children experiencing difficulties with behaviour and those needing medical support or intimate care.

Additional support available for pupils with SEN or disabilities;

Who?	How?
All staff at Westonzoyland Primary School	All staff place high priority on children's pastoral, medical and social needs, as well as their learning. We believe a child cannot learn if they are not well and happy. We have high expectations of behaviour across the school and have class and playground rules to support this. Class teachers hold regular Circle Times to address pastoral issues and these also receive focussed attention in whole school assemblies along with themes that develop children's social, moral, spiritual and moral awareness.
Staff with additional training	Westonzoyland Primary School has a team of trained First Aiders and some staff are trained in meeting specific medical needs. The Office Manager will ensure correct procedures are followed for recording the use prescription medication. There are specialist staff trained in intimate care and who have been previously trained in moving and handling. We also have staff trained to deliver speech and language programmes, occupational therapy support programmes and social skills groups. We also have staff who have expertise in working with pupils who have autistic spectrum conditions and dyslexia.
Outside Agencies	Specialist staff from outside agencies may be involved in helping to meet your child's needs. This can be as a result of a referral from the SENDCo with your permission, or support that has been triggered by referral from a medical practitioner e.g. hearing and visual support. Some outside agencies that provide support are part of Somerset County Council 'Central Services'. These include Educational Psychologists, Learning Support Advisory Teachers, Autism Advisory Teachers and Physical and Medical Support staff. Support staff who visit from the Health Care Team include Speech and Language Therapists, Visual support staff, Hearing support staff, Occupational Therapists and Children's Mental Health Service staff.

HOW ACCESSIBLE IS WESTONZOYLAND PRIMARY SCHOOL FOR CHILDREN WITH SEN OR DISABILITIES?

The school site is adapted to ensure that it is fully accessible.

Accessibility provision;

Provision	What Are The Details?
An accessible school site	Westonzoyland Primary School and Pre-school is on a level site and fully accessible.
Additional equipment	The school provides additional equipment to meet the needs of some pupils with SEN and disabilities. Examples include; sloping writing surfaces, seating support, dyslexia support materials, additional ICT equipment. In some cases, Somerset County Council provides equipment that helps children access classroom teaching e.g. mobile hearing loops and magnifying lens. In consultation with parents/carers, children with SEN or disabilities bring personal equipment in from home to support them in school e.g. special handwriting pens, magnifying lens, glasses with coloured lenses.

Off Site Visits

All children have the right to access off site educational visits where 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.

WHAT ADDITIONAL ARRANGEMENTS DOES WESTONZOYLAND PRIMARY SCHOOL MAKE TO PREPARE MY CHILD WITH SEND FOR TRANSITIONS?

Prior to starting in Reception, children identified as having special educational needs will have a 'School Entry Plan' meeting. This will be attended by you, Pre-school staff, School staff and any external professionals involved in supporting your child. The aim is to plan how all concerned can make the transition to school as smooth and easy 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 challenges identified and solved. All families will be invited to participate in several visits to the school prior to starting. Each visit has a different focus and are designed to ensure that parents/carers and children know the staff and are familiar with the school ahead of starting school.

On moving to secondary school, children in Year 6 with additional needs are discussed with the SENDCo at the school your child is transferring to. 'Valuing SEND' paperwork is completed outlining your child's needs and the provision required to support them. Additional visits can be organised in school time and are supported by school staff. Resources such as transfer books and photographs can be made to ensure your child is familiar with the people and places they will come across.

Additional arrangements made to prepare children with SEN or disabilities for transitions between classes and educational settings;

Type of transition	How?
From Pre-school to school	The SENDCo will be contacted in the spring term by the Early Years' Area SENDCO to discuss children with SEN and disabilities (SEND) who have been allocated a place at Westonzoyland Primary School. A School Entry Plan meeting is then held at school in the summer term to which parents/carers and other agencies involved with the child are invited. Arrangements to be put in place to ensure that your child's start to school is smooth and appropriate to their needs will be discussed, agreed and recorded in a School Entry Plan. The success of the School Entry Plan is reviewed at a follow-up meeting in the autumn term and further arrangements are made as necessary. The Reception teacher will visit your child in their Pre-school setting, liaising closely with you and their Key Worker if they access early years' Pre-school provision such as a nursery. The length of the school day and the time that part time attendance is maintained can be adjusted in response to the needs of your child until they are of statutory school age (term after their fifth birthday).
From class to class	Early in the summer term, the Headteacher/SENDCo works with the Senior Leadership Team to decide which classes children with SEND and medical needs will transfer to. They consider the best use of resources and teaching assistant support at this stage. In some cases, the children involved and their parents/carers will be notified about these decisions in advance of the rest of the year group. Some children will have extra visits to their new class and a 'transfer book' may be made for them, to help parents talk to them about, and get used to the changes they will experience. Class teachers hold 'handover meetings' towards the end of the summer term to make sure that all information about your child is passed on to their receiving teacher.

From Westonzoyland Primary School to Secondary School	The Westonzoyland SENDCo will meet with SENDCos from local Secondary Schools in the spring term to discuss children on the SEND List who will be transferring in September. In some cases, parents/carers will be invited to this meeting. In addition to standard transition procedures that include visits for sports, arts and curriculum events and a full day spent at their allocated secondary school, children with SEN and disabilities and those deemed to be vulnerable follow a more detailed transition programme led by Parent and Family Support Advisers (PFSAs) who work across Primary and Secondary Schools. Pupils with SEN and disabilities have additional visits to their allocated Secondary School, often accompanied by TAs or the SENDCo. Detailed information and records will accompany children. Staff from receiving schools are offered the opportunity to visit the children in our setting.
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WHAT EXTRA HELP CAN I ACCESS IF MY CHILD HAS SEN OR A DISABILITY?

Somerset has a statutory responsibility to provide free, impartial advice for all parents and carers of children with SEN and disabilities

In addition to support offered by school staff as detailed in sections 1 – 8 above, parents/carers of children with SEN and disabilities can access support and advice from;

What Kind Of help?	How Can I Access It?
School staff	The class teacher can meet with you to discuss day-to-day concerns (see 1). The SENDCo can provide you with information about your child's SEN or disability if you need it and can signpost you to local support groups. The SENDCo can also go through reports with you if you need any clarification or would like to discuss the content.
Staff from outside agencies	The Headteacher/SENDCO can refer you to the PFSA if your child's SEND is impacting on you as parents/carers or on family life in general.

Somerset County Council	<u>Somerset County Council's Local Offer</u> Somerset's 'Local Offer' provides information for parents/carers of children and young people with SEN and disabilities in a single place. It covers provision for children and young people from birth to 25 and includes information on education, health and social care services. The website shows the services parents/carers and their families can expect from a range of local agencies including their statutory entitlements, and makes clear what is available for their child from Early Years settings, schools (including academies and free schools), colleges and other services. Somerset County Council Local Offer; https://www.somersetchoices.org.uk/ Somerset SENDIAS – Special Educational Needs and Disability Information, Advice and Support Somerset SENDIAS is a free, impartial service for all parents and carers of children with SEN and disabilities. The service is statutory and funded by Somerset County Council. The Service has/provides; • A telephone enquiry line • Impartial information through its website and leaflets on a range of topics relating to Special Educational Needs and disabilities • A trained Independent Supporter to help parents through the EHC Needs Assessment and advice on EHC Plans • One to one support to help gather, understand and interpret information; help with report and letter writing and to prepare for and/or support at meetings • Information about the Special Educational Needs Disagreement Resolution and Tribunal arrangements Somerset SENDIAS; www.somersetsend.org.uk/welcome
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