AVISHAYES PRIMARY SCHOOL
& EARLY YEARS CENTRE
Academy Status

SEN Information Report

September 2025 to September 2026

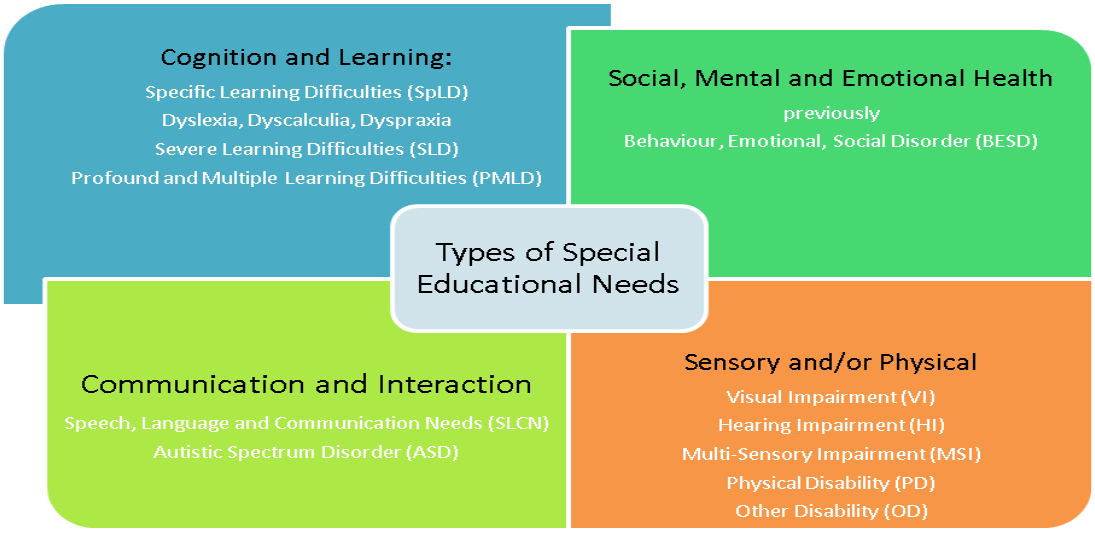
SENDCO and Assistant Head - Mrs Karen Coulson
Early Years SENDCO Mrs Carly Gay
senco@avishayes.co.uk

Tel: 01460 63050
SEN Governor: Mrs Barbara Dale

SEN at Avishayes Primary School

For a child to be placed on the special educational needs (SEN) register they must have a barrier to learning that means they make significantly less progress than is expected for that child. Or, they must have an emotional, physical and/or sensory disability which means that extra provision must be made for them to make expected progress alongside their peers.

The types of SEN are demonstrated in the grid below. The SENDCO must be able to provide evidence that a child placed upon the register meets the above criteria and fits at least one of the types of SEN shown in the grid.



As of September 2025, we have *21%* of children or young people on the SEND register. 14% on SEN Support and 7% have EHCPs.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



We asses/ identify, plan for and implement provisions, review the success of provisions and complete further assessments. We follow the Somerset Graduated Response Tool to support identification of needs and provision.

Identification	
Avishayes Primary School is committed to the early identification of children with barriers to their learning and needs which are additional or different to their peers. When a child is not making adequate progress despite quality first teaching, we will investigate the reasons for this and identify potential barriers to learning.	
What should I do if I think my child may have SEN?	If you have concerns about your child, in the first instance you should discuss them with the class teacher. The SENDCO is available for discussions and will involve the class teacher if you have not yet spoken to them,
Who is involved in the identification of children with SEN?	Pupil, Parents, Teachers, Teaching Assistants, SENDCO, External Agencies.
How do we identify children with SEN?	There are many ways that children may be identified: • **Pupils** – children may raise issues with their class teacher or parent/carer regarding barriers they are finding to be successful with their learning. • **Parents/carers** – parents/carers may raise concerns regarding their child with the class teacher. • **Teachers** – teachers may identify children by making observations of the child, analysing termly assessment data or by noticing a lack of progress in an area of the curriculum. This will inform decisions regarding provision they can implement in class as part of Universal provision in whole class teaching. If a child is not making

	adequate progress after implementing Universal provision, a SEND concern form and early identification checklist from the Somerset Graduated Response Tool is completed. This information is passed to the SENDCO and a meeting will be held with the class teacher, parents and SENDCO. • **SENDCO** – after a referral/ concern form has been made to the SENDCO they will work alongside both the parent and the teacher to identify the child's needs and to support the teacher in gathering further information about the child's progress, attainment and behaviour. Where appropriate specific assessment tools may be used by the SENDCO to support the judgements that they make. • **External Agencies** – If, after a series of support and interventions has been put in place, there are still concerns about a child's progress, a referral may be made to external agencies for specific assessments.
What can I do if I think my child has severe and complex Special Educational Needs?	• You and the school either independently or in partnership, can request that the Local Authority carry out a statutory assessment of your child's needs. See here for the Somerset Local Offer https://www.somerset.gov.uk/children-families-and-education/the-local-offer/ • After the request has been sent to the Local Authority, they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. • If they decide your child's needs are severe and complex, they will ask a range of professionals involved to assess and complete further reports and an Education, Health and Care Plan will be written. If this is not the case, they will ask the school to continue with the support they are providing.

Provision

What is SEND provision?

SEND provision is **additional to or different from that made generally for others of the same age**. Most pupils have their needs met at Universal Provision

If a pupil **requires additional to and different from provision** they will access SEN Support provision and a few will access provision for High Needs.

If a child's needs and barriers are met and overcome with Universal Provision they are not included on the SEND register.

How will the school support my child?	• **Quality First Teaching (Universal)** – this is the adapted teaching that your child will receive every day. This will be differentiated to meet the needs of all children. • **SEN Support** – this can be one or more of a variety of methods and may be delivered within the classroom or in another space on the school site. At Avishayes, we use a wide variety of interventions that can be delivered either in class, 1:1 or in a small group. These interventions are delivered by a variety of people including: class teachers and teaching assistants and specialist teaching assistants. • **High Needs and Specialist**– for some children specialist support

	from school staff or advice from an external agency may be necessary. Any visits by external agencies require parents' consent.
Who will plan my child's support?	The class teacher, in partnership with the SENDCO, will discuss the support that can be put in place to support a pupil with SEND. This will be shared with the child and parents in their SEN support plan. The intervention/support may not be delivered by the class teacher and may take place away from the classroom. The delivery and impact of the intervention will be monitored by the class teacher. At Avishayes details of interventions/support will be recorded on your child's SEN Support Plan, copies of which will be given to you.
How are the school's resources allocated and matched to children's special educational needs?	All decisions about resources are made regarding the needs of the children in the school through discussions with teachers, SENDCO and headteacher. Appropriate resources include staff, equipment, training and intervention materials are reviewed every term.
What is an Education, Health & Care Plan?	An Education, Health & Care Plan is for a child who has been identified as having Severe and complex needs by the local authority. The SENDCO will use the Somerset needs assessment checklist before submitting a request for an Education Health and Care Needs Assessment.
Reviewing	
Who will monitor the progress of my child?	• Your child's teacher will assess your child's progress every term and will use this data to inform planning, selection for addition support and interventions or to identify barriers to learning. • If your child is receiving an intervention they will be assessed before and after the intervention to monitor the impact. This is done by the class teacher, the person carrying out the intervention and monitored by the SENDCO. • SEN support plans will be reviewed on a termly basis by the class teacher and supported with the SENDCO, the reviews are shared with parents and the child. Progress against the targets set will be reviewed and new targets will be set. • The Head teacher and SENDCO, along with the class teacher, review the progress of all children. • The SEN Governor monitors the progress of SEN children. • Some children remain on the SEN register due to their barriers and needs. Some pupils may make adequate progress and will be removed from the SEN register after a parent, teacher and SENDCO consultation. If pupils are removed because of changes to their progress and needs, then they will be added to a closely monitored watch list.
When will my child's progress be reviewed and how	Pupil progress is informally reviewed by the class teachers and teaching assistants daily to inform planning and to identify strengths and difficulties. • SEN support plans are reviewed on a termly basis at the end of

will it be communicated to me?	each term. • All teachers are available to talk to parents during the school week, most are available after school, appointments can be made for more in-depth discussions • The reviewed SEN plans are sent out at the beginning of each new term. • Written reports are sent to all parents/carers annually in the Summer Term followed by a parents' evening to discuss the child's report known as the 'Celebration of Learning'. • Annual Reviews are carried out for children recognised as having more complex needs for SEN every year. You will be invited by the SENDCO to attend along with anyone else who has been working with your child. You will be given a copy of the Annual Review paperwork.
External Support	
Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, and/or we are unable to identify the barrier to their learning we will consider involving specialists, including those from outside agencies. The SENDCO, class teachers and parents will consult together to discuss further assessments that will be required to help support a pupil.	
What specialist services and expertise are available to or accessed by the school?	At Avishayes we access a wide range of external agencies to best support the children in our setting. These include; Somerset inclusion advice line, Somerset Partnership School (SPSS), Educational Psychology Service (EPS), Speech and Language Therapy (SALT), Occupational Therapy (OT), Special Educational Needs Information Technology Advisory Service (SENATAS), Child and Adolescent Mental Health Service (CAMHS), Mental Health Support Team (MHST) GP, Ups and Downs, Paediatrician, Health Visitor, School Nurse, Social Services and Early Years Area SENDCO We also work together with the Chard Area Family of Schools (CAFOS).
How are these services accessed?	These services are usually accessed by the school via a referral process. The referral is carried out by the SENDCO or Early Years SENDCO and will always be with the consent of the parent/carer.
Transition	
How will the school support my child's transition to a new class or setting?	• When moving class, the current and new class teachers will meet to discuss the children coming into the class. This will include sharing SEN support plans, successful strategies, barriers to learning and next steps. • When moving schools, the SENDCO will contact the new school's SENDCO to share information prior to the move, once the child has moved your child's paperwork and reports will be sent to the new school. • When moving to secondary education, meetings will be held to discuss all children with SEND. All children attend a transition day

	during the Summer Term. For identified children, additional visits to the secondary school may be organised. The secondary school may wish to meet you and your child prior to transition. In this instance you will be informed. • Pupils starting school with a need already identified will have a School Entry Plan (SEP) meeting with parents, class teacher and SENDCO to work together on ways to support pupils who need extra support. These plans are reviewed after half a term of the pupil starting school.
Accessibility	
How accessible is the school site?	Avishayes School is on different levels yet all areas are accessible due to the ramps outside the school and the lifts in the hall being in operation. We have two accessible toilets. See Accessibility Report 25/26
Monitoring quality of provision and assessment of need	
How do we monitor SEND across the school?	We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, book looks, intervention monitoring, teaching observations, pupil data scrutiny and pupil discussions conducted by the teachers with SENDCO, Head teacher and SEN Governor.

Staff contacts and development

The SEND provision within our school is co-ordinated by the SENDCO and Early Years SENDCO.

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise
Mrs Katie Newbery	Speech and Language interventions ELSA Nurture group leader
Mrs Donna Pons	EAL co-ordinator Nurture group Leader SEN administrator

This year, a transition space will be available for pupils at the start of the day and after lunch, in The Bridge. The Bridge is a nurture base for pupils that require additional emotional support and a place to learn that is quieter than the classroom.

The School works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer which can be found at: *Local Offer from Somerset County Council:*

Complaints

Our complaints procedure is https://avishayes.co.uk/wp-content/uploads/2025/10/Complaints-Procedure-and-Guidance-2025.pdf

Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints.

Challenges this year

Challenges for our school have included the continual provision for pupils with Social, Emotional and Mental Health needs (SEMH). We continue to adapt and change the role of our nurture base called The Bridge. In the Spring term of 2022, our school EP helped us develop a space where children who needed an alternative learning zone to the classroom, could do their learning and have additional nurture activities. This space is evolving all the time and is a successful space for some of our children with High Needs SEND to be successful in school. The Bridge provides nurture activities to a small group of children in the afternoons. Offering cooking, art therapy, Lego Therapy, small world based activities, turn taking games, arts and crafts, outdoor learning experiences and a place to have a calm/ safe space if they need it. Additionally, at lunchtimes it is a place where some children can go if they are finding the playground an overwhelming place. We have also further developed our sensory room, and children can access that room through the day to calm down and be ready for learning.

Further development

Our strategic plans for developing and enhancing SEND provision is to ensure and maintain the level of inclusivity across the school for all pupils. To ensure that needs are identified early, and provisions are put in place to meet the needs for all children.

Relevant school policies underpinning this SEN Information Report include:

SEND Policy

Behaviour for Learning Policy

Accessibility Plan

Relevant documents alongside the SEN Information Report

Somerset Graduated Response Tool

Avishayes Graduated Response Flow Chart

Legislation and Guidance considered when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Date presented to/approved by Governing Body: September 2025

Date of next review: October 2026

Avishayes Graduated Response Flowchart

Step 1. Teacher Initial Concern (Universal)

Parent carer or teacher express concerns around child or young person's progress

- Teacher and parent carer meet to discuss concerns and complete Quick Checker in the Somerset Graduated Response Tool
- Teacher and parent carer reflect on Universal Barriers to Learning in the Somerset Graduated Response Tool working through the identified areas of need where there is a concern
- Teacher completes additional assessments and checklists in the areas identified as a concern using Universal assessments available at Avishayes Primary School and records these on the schools assessment and intervention tracker document.
- Teacher puts in place targeted high quality teaching to address identified gaps in learning.
- Teacher refers to Universal Provision Barriers and Strategies in the Somerset Graduated Response Tool implementing strategies appropriate to identified barriers to learning

Parent carer and teacher meet. Has the child or young person made satisfactory progress through high quality teaching?

Yes

Teacher continue with these adaptations

No

- Teacher completes SEN Concerns form and meets with parent carer to give consent to send to the SENCO.
- SENCO meets with teacher, parent carer and child or young person to discuss next steps and begin targeted SEN Support.

Step 2. Targeted Support (SEN Support)

Teacher, parent carer and SENCO complete first cycle **APDR captured on the school SEN support Plan** agreeing outcomes and targeted provision from the whole school provision map and SEN Support Strategies in Somerset's Graduated Response Tool.

Parent carer, teacher and SENCO meet. Has the child or young person made satisfactory progress through targeted support?

Yes

Continue with the targeted support – further cycle of **APDR** or maintain Universal adaptations if concerns have reduced

No

- SENCO completes more diagnostic assessment to add to learning profile of the child or young person.
- SENCO meets with teacher, parent carer and child or young person to agree further outcomes and targeted provision - further **APDR** cycle**. Review regularly termly.**
- Update the pupil passport and ADPR with information from further assessment.

Parent carer, teacher and SENCO meet. Has the child or young person made satisfactory progress through targeted support?

Yes

Continue with the targeted support – further cycle of **APDR** or maintain Universal adaptations if concerns have reduced

No

- School to seek guidance through, if not already done, Joint Pyramid's for Inclusion Solution Circles, VSLST, SPOT, A and C, EP Service offers. Service offer information can be found via the SSE website and may be requested via an EHA on Professional Choices.
- APDR and passport updated with further outcomes and targeted provision at SEN Support
- APDR cycles completed with termly reviews

Parent carer, teacher and SENCO meet. Has the child or young person made satisfactory progress through targeted support?

Yes

Continue with the targeted support – Further **APDR** cycle or maintain Universal adaptations if concerns have reduced

No

Step 3. Complex/High Needs Support (Education, Health and Care Plan EHCP)

If a child or young person is not making sufficient progress despite a graduated response being implemented where 'the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person' (Code of Practice 6.63), then a statutory education health and care needs assessment (EHCNA) could be considered. Where a school is making a request, all EHCNA requests should be discussed with professionals from the Inclusion Advisory Services. This might take place during an individual panning meeting or through a JPI. We encourage parent carers and child and young person to work with their school or setting when making a request. An EHCNA process takes 20 weeks. If an EHCP is agreed then it must be reviewed annually.

For further information around EHCP applications refer to the Effective Support Document, section 2 Effective Support for Children and Young People with SEND and their Families in Somerset and **The Local Offer**.

Teacher, SENCO, parent carer, child or young person (with guidance from professionals) continue cycles of APDR, making decisions on outcomes and provision in