

Wembdon St George's Church School

Special Educational Needs Information Report 2026-2027

At Wembdon St George's Church School we are committed to providing a broad, balanced, inspiring and relevant curriculum that is differentiated appropriately to the developmental needs of our learners. Our aim is to ensure that all children achieve the very best that they can at school and in life.

There are four broad areas of additional needs as described in the Special Educational Needs Code of Practice.

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

How does the school know if children need extra help?

All children at Wembdon St George's Church School are monitored closely by their class teachers who are responsible for the progress of each child in the class. This is done through quality first teaching, on-going observations and assessments as well as through termly Pupil Progress Meetings to discuss individual needs and progress. We follow Somerset's graduated response to identifying and supporting children with needs. Initially it is the responsibility of the class teacher to ensure needs are being met within the classroom. If the class teacher feels the child still isn't making the expected progress, they will discuss this with parents and will initiate some intervention work. They will also be discussed with the Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Liz Warwick, if needed. Observations and assessments may be carried out and if necessary, a referral could be made to external agencies such as Speech and Language, Educational Psychologist, Community Paediatrician, Occupational Therapist or School Nurse. This will be done with your consent, to offer both parents and school additional advice to be able to better support your child's needs.

How will the school support my child?

Working together is an important part of supporting any child to make good progress with their learning. The class teacher is responsible for your child's education and will plan and provide more individualised work for your child if needed or adapt class tasks to enable your child to access the learning. There may be a Teaching Assistant (TA) working with your child, either individually or as part of a group within classroom sessions. Some children may be identified by the class teacher as needing more specialist support (SEN Support) and will be set specific targets. You will be asked to meet with your child's class teacher to help plan possible ways forward and discuss any

interventions/ planned support sessions for your child. Our SENDCo coordinates the support and progress of any child on our SEND support list. This means that they are involved in overseeing their learning.

How will the curriculum and learning environment be matched to my child's needs?

All work within the class is adapted through observation, marking and assessment to inform future planning. The curriculum for children with additional needs is adapted to their level of need using a range of different strategies to support their learning. These may include for example visual timetables, signs or symbols, personalised phonic word mats or writing frames, pre-teaching of specific vocabulary or positive reward systems. Children may work with a buddy, in small groups with adult support, be withdrawn from class to work on specific targets to support their learning or work on a personalised curriculum 1:1 with an adult. Visual timetables, clear labelling, easily accessible apparatus/equipment, Elsa and Nurture support, and forest school is available to the children to help promote independence and respond to differing needs.

Where SEN Support is needed a Pupil Passport will be created with your child.

This shares what your child enjoys and feels they are good at, as well as areas they find challenging and what they feel helps them to learn best.

How will I know how my child is doing?

Parents are consulted in the first instance through discussions with their child's class teacher. There are Parent's Evenings in the Autumn and Spring terms, and end of year reports are sent home in the summer term with an opportunity to discuss further if required. If you are a parent of a child with SEN, you will be kept regularly informed of your child's progress through meeting your child's teacher to agree and share your child's Pupil Passport. This will identify targets for your child to make progress and will be reviewed termly to help them succeed. Informal discussions with the SENCO may also take place. If your child is in receipt of an Educational Health and Care Plan (EHCP) they will also have a yearly review meeting to inform and plan for next steps. The children's views will also be sought through regular teacher conferencing and during Pupil Passport reviews. We have an 'open door' policy and parents can arrange meetings with the school's SENDCO through the main office.

How are the school's resources allocated and matched to children's SEN needs?

We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the annual funds available. We have support staff in class who are funded from the SEN budget and deliver programmes to meet groups and individual needs. The budget is allocated on a need basis. A small number of children may be eligible for additional funding from Somerset Council which the school can use to provide additional support or resources, and a specific provision which will be identified in an EHCP or Pupil Passport.

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

At Wembdon St George's Church School we aim to develop children's emotional and social wellbeing through a nurturing approach in order to develop children's self-esteem, motivation and self-confidence. In addition to the high-quality provision from the class teacher and class TA, our Elsa and Nurture practitioners are also available to offer a range of pastoral support. Sessions can help support children with expressing their feelings and managing emotions and may take place either individually or with a small group depending on the needs of the child. The support may be in the form of social skills games, friendship groups, Forest School, MHST, Sports Coach sessions or regular meetings with the child. Specific support plans will be put into place for children experiencing difficulties with self-regulation and those needing medical support.

What are the specialist services that the school can access?

When a child has a specific need, parents are consulted and the school, with permission can help make a referral to access a range of external specialist support services. These include:

- Speech and Language Therapists
- Community Paediatricians
- Occupational Therapists
- Physiotherapists
- School Health Nursing Team
- Educational Psychologists
- Mental Health Support Team

We can also access advice for physical impairments and medical conditions, including hearing and vision support. The school will explain the process of referrals to the parents, and they are invited to meet with the specialist support services to discuss their child and the suggested support.

What training is provided for support staff who work with children with SEN?

On-going training and updates are delivered through regular staff meetings and training to address specific needs is part of our strategic training programme. Individual teachers and support staff may also attend training courses run by outside agencies that are relevant to the needs of specific children in their class. The SENDCo regularly attends both Somerset and Bath and Wells Multi Academy Trust SENDCo meetings to share good practice. Support staff responsible for Elsa and Nurture receive regular training and provide relevant feedback to staff. All teaching assistants receive a range of training to meet the needs of the learners they are supporting; this includes subject specific training and specialist provision training. Where teaching assistants lead interventions, these sessions are overseen by the class teacher and SENDCo to monitor the progress of the children.

How accessible is the school environment?

The school site is wheelchair accessible and there is a changing facility with a wheelchair accessible toilet. There is a lift to the upper floor where there is an additional wheelchair accessible toilet. All children have the right to access class trips and after school clubs wherever it is safe for them to do so. Where necessary the school will meet with parents and carers to discuss individual needs prior to any visit or activity, such as alternative travel arrangements or alternative arrangements for the administration of medicines.

How will the school support my child's transitions to a new setting?

We recognise that transitions can be difficult for any child and seek to ensure that all transitions are as smooth and supportive as possible. Each year all children visit their new class teacher in their new classroom and additional visits can be planned for children where necessary. Some children may have a social story containing photos of the staff, coat pegs and toilets for example, which are created personally for them. Class teachers and support staff also meet to discuss the children's needs. When you apply for a place for your child at Wembdon St George's Church School, we encourage you to share your concerns about your child's needs and pass on information about any specialist support or agencies already working with you.

Children starting in Year R (EYFS):

Our YR class teachers carry out pre-school and nursery visits in the summer term to meet the children in a familiar setting. They will speak with your child and their key workers to gain as much information about your child as possible.

All families will be invited to a new parent meeting to gather information.

If your child has already been identified as having Special Educational Needs then you will be invited to attend a School Entry Planning Meeting with preschool staff, school staff, including the SENDCo and any external professionals involved in supporting your child. Through discussion an action plan is devised to show how all concerned can help make the transition to 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.

All children will be invited to attend transition sessions at the start of the new school year support them to become familiar with the class teachers and setting in smaller groups.

Additional visits to school in the summer term can be planned if needed.

Transfer to Secondary School:

Pupils in Year 6 participate in transition sessions preparing them for the changes they are about to experience.

Year 6 children with additional needs are discussed with the SENDCo at the receiving Secondary School once places have been allocated. Additional visits can be organised by the Secondary School to meet with pupils. If your child has complex needs an Annual Review Meeting will happen in the summer term and a representative from the Secondary School will be invited to attend.

Who do I see if I am worried?

The first person to speak to is your child's class teacher.

If you are still concerned, you can make an appointment to meet the SENDCo Mrs Warwick. Or speak to a member of the SLT.

Mrs Warwick can offer support and advice and may be contacted through the school office on 01278451726 or email via office@wembdon.bwmat.org

Where is the authority's local offer published?

The local authority local offer is published on the Somerset Council Website.
[Somerset's SEND Local Offer](#)