

# SEND INFORMATION REPORT FOR PARENTS/CARERS

2025-2026



**Abbas & Templecombe  
Church School**

## INTRODUCTION

Our school is supported by Bath and Wells MAT to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools in the MAT are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and/or disabilities being met in a mainstream setting wherever possible and where families want this to happen.

## KEY CONTACTS

If you have concerns about your child's learning or progress, you can contact:

Your child's Class Teacher – speak at the end of the day or call the school office.

SENCo: Mrs Molly Wicks – [molly.wicks@at.bwmat.org](mailto:molly.wicks@at.bwmat.org)

Head of School: Mrs Melissa Brazier – [melissa.brazier@at.bwmat.org](mailto:melissa.brazier@at.bwmat.org)

Executive Head Teacher: Mr James Webb – [james.webb@at.bwmat.org](mailto:james.webb@at.bwmat.org)

## WHAT TYPES OF NEEDS WE SUPPORT

We support children with a wide range of needs, including:

- Communication and interaction (e.g. speech and language needs, autism)
- Cognition and learning (e.g. dyslexia, dyscalculia, moderate learning difficulties)
- Social, emotional and mental health (e.g. anxiety, ADHD, emotional regulation)
- Sensory and/or physical needs (e.g. visual/hearing impairments, mobility needs)

## HOW WE IDENTIFY NEEDS

We monitor every child's progress closely. If a child is not making expected progress or faces specific difficulties, teachers may provide extra support. If concerns remain, the SENCo may carry out assessments, invite parents to meetings and involve outside specialists (with your permission). Parents can raise concerns at any time with class teachers, who will consult the SENCo.

## HOW WE SUPPORT CHILDREN

We use a graduated approach with three levels of support:

Wave 1 – Quality First Teaching: Inclusive, high-quality teaching for all.

Wave 2 – Targeted Group Support: Small group or catch-up sessions.

Wave 3 – Personalised Support: Specialist or individual support, sometimes involving outside professionals.



Types of support provided	What would this mean for your child?
Wave 1	<ul style="list-style-type: none"> <li>• The teacher has the highest possible expectations for your child and all pupils in their class.</li> <li>• All teaching is based on building on what your child already knows, can do and can understand so they can be taught the next steps</li> <li>• Adaptive teaching strategies are used in every lesson</li> <li>• Specific strategies (which may be suggested by the SENCo or Head Teacher) will be used to support your child to learn.</li> <li>• All children in the class are supported pastorally and have any medical needs attended to.</li> <li>• The behaviour of the children in their class is good and that any behaviour incidents are investigated, understood, reported and any appropriate actions taken to avoid a recurrence.</li> <li>• The school uses the Somerset Graduated Response Document Materials to evaluate provision for all children at Wave 1.</li> </ul>
Wave 2	<ul style="list-style-type: none"> <li>• Gaps in understanding/learning and the need for some extra support to help them make the best possible progress are identified</li> <li>• Class Teacher's plan and review additional support</li> <li>• Support offered, progress and additional information will be shared with you and the SENCo/ Senior Leadership Team</li> <li>• The school uses the Somerset Graduated Response Document Materials to evaluate provision for all children at Wave 2.</li> </ul>
Wave 3	<ul style="list-style-type: none"> <li>• Children are identified by the Class Teacher and SENCo as needing more specialist input in addition to excellent classroom teaching and intervention groups</li> <li>• Parents will be asked to come to a meeting to discuss progress and help plan possible ways forward. This meeting will be part of a termly 'assess – plan – do – review' SEN cycle. This level of support may be recorded on an individual 'all about me' document, which is written and shared with staff, pupils and parents/carers.</li> <li>• You may be asked to give your permission for the school to discuss your child at a Multi-Professional Meeting. This is a way for the SENCo to access advice from external agencies.</li> <li>• You may be asked to give permission for your child to be referred to a specialist professional e.g. a Speech and Language Therapist or Specialist Advisory Teacher. This will help the school and yourself understand your child's particular needs with a view to enabling better support for them in school.</li> <li>• The specialist professional may work with your child / carry out assessments or observe them in the school setting in order to understand their needs and make recommendations. These may include: <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to improve support</li> <li>○ Support to set focused targets for teachers to implement</li> <li>○ A specialised group or individual work</li> </ul> </li> <li>• The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</li> <li>• Children who exhibit challenging behaviour work with the class teacher, SENCo and/or Senior Leadership Team to implement planned approaches which aim to improve behaviour and avoid exclusions.</li> <li>• The school uses the Somerset Graduated Response Document Materials to evaluate provision for all children at Wave 3.</li> </ul>

### Wave 3 Specified Individual Support – EHC Plan

- The school or you can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this from the Somerset Local offer
- After the request has been sent to the Local Authority (with a lot of information about your child including some from you), they will decide whether they think your child's needs, as described in the paperwork provided, 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 do not think your child needs this, they will ask the school to continue with the SEND support as before.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe and complex and that they need more support in school to make good progress. If this is the case they will write an Educational Health and Care Plan. If this is not the case, they will ask the school to continue with the SEND support. They may also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Educational Health and Care Plan will outline the individual/small group support your child will receive and how the support should be used and what strategies must be put in place. It will also have short and long-term outcomes planned for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- There is an independent supporter available to support parents through this process. Parents can visit the Somerset Parent and Young People's Partnership Service website or contact the Somerset PYPPS Service.

## EXTRA HELP AND SERVICES

Support may include:

- Class Teachers, Teaching Assistants, SENCo and Senior Leaders
- Advisory Teachers, Educational Psychologists, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Paediatric Continence, School Nurses, Visual and Hearing Support, Parent and Family Support Advisors

## HOW WE MONITOR PROGRESS

Teachers and leaders track children's progress every term. Parents are updated through parent evenings, end-of-year reports and additional meetings if concerns arise. If needed, a cycle of 'assess-plan-do-review' is followed, with parents involved throughout.

## SUPPORT FOR PARENTS

We work closely with parents, sharing information and listening to your views. SENCo and senior staff are available for meetings or phone calls. We also share reports from specialists and adjust homework if needed.

## ACCESSIBILITY & ADAPTATIONS FOR PUPILS WITH SEND

We aim to make our school as accessible as possible.

- Accessible equipment and resources (visual timetables, literacy/maths aids)
- Inclusive access to trips and clubs (with additional adults where needed)
- Accessible toilet and allocated classrooms to meet physical needs
- Disabled parking bay at the front of the school
- Adaptations made for activities like Forest School

## SUPPORTING WELLBEING AND BEHAVIOUR

Supporting wellbeing and considering the needs of the 'whole child' is a priority at Abbas and Templecombe Church School. We do this by:

- Strong pastoral support in every class.
- Clear behaviour policy, restorative approach to incidents.
- Emotional wellbeing supported through staff, SENCo and external services.
- Medical needs managed through individual health care plans.

## TRANSITIONS

We plan carefully for children moving into, within, or out of our school:

- Extra visits and transition booklets if needed
- Information shared with new teachers/schools
- Multi-professional planning meetings if appropriate
- Personalised transition plans for children who need extra support

## TRAINING AND EXPERTISE

- Staff receive ongoing SEND training through Bath and Wells MAT and external specialists.
- SENCo attends regular Local Authority updates.
- Staff work alongside specialist professionals to develop expertise.

## COMPLAINTS PROCEDURE

1. Raise the concern with the SENCo – they will work with you to try to resolve the issue.
2. Formal complaint to the Head of School – if the matter cannot be resolved with the SENCo, you can submit a complaint in writing or another accessible format. The Head of School will respond within 10 working days.
3. Unresolved issues – any matters that remain unresolved at this stage will be managed according to the school's Complaints Policy.

## GLOSSARY

**Assess–Plan–Do–Review** – A cycle of support used to help children with SEND

**EHC Plan** – Education, Health and Care Plan: a legal plan for children with complex needs

**Graduated Response Document** - The framework that describes the entitlement of children and young people in Somerset schools, settings and colleges and has many very useful resources for home and school.

**SENCo** – Special Educational Needs Coordinator

**Wave 1** – Inclusive high-quality teaching for all children

**Wave 2** – Extra group support to help children catch up

**Wave 3** – Personalised, specialist support, often one-to-one

*This document was co-produced with parents/carers and is reviewed yearly by the SENCo in conjunction with parents/carers.*

*Written Sept 2025 & review due Sept 2026*