



St Cuthbert's C of E Infant & Pre-School

Roots to grow, wings to fly

SEND Information Report



Date Agreed	November 2025
Review Date	November 2026



St Cuthbert's

C of E Infant & Pre-School

Roots to grow, wings to fly

Headteacher	Sheryl Cooper
Special Educational Needs and Disabilities SENCo	Lisa McLaurie (One day per week)
Email	Office@stcuthbertsacademywells.co.uk
Local Offer Website	http://www.somerset.gov.uk/local-offer
SEND Policy	School website
Age range of pupils	2 years – 7 years

At St Cuthbert's C of E Academy Infants and Pre-School we seek to meet the needs of all pupils. We are fully inclusive and recognise the varied needs of pupil's disabilities and/or special educational needs.

What is SEND?

SEND stands for Special Educational Needs and Disability. Special educational needs and disabilities, as defined in the Code of Practice 2014, states that a child or young person has SEN if they 'have a significantly greater difficulty in learning than the majority of others of the same age' or 'have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

Special educational needs can be categorised under four broad areas:

- Communication and Interaction
- Cognitive and learning
- Social, emotional and mental health
- Sensory and or/physical needs

The school are currently supporting pupils with the following needs:

Autism

ADHD tendencies

Cognition and learning difficulties

Social emotional and mental health needs

Dyslexic tendencies

Medical conditions

Hearing needs

Social communication differences



St Cuthbert's

C of E Infant & Pre-School

Roots to grow, wings to fly

Moderate Learning difficulties
Speech and Language needs

What shall I do if I have concerns about my child's progress or well-being?

If you have concerns about your child's progress or well-being, you should have a discussion with your child's class teacher. Teachers are available at the end of the school day or you can make an appointment through the school office or Class Dojo to meet with the class teacher for a more detailed discussion about your concerns.

If you are still concerned after seeing the class teacher, you should speak with the school SENCo Lisa McLaurie or Pre-School SENCo Jayne Sherlock. You should make an appointment to meet with the school SENCo through the school office on 01749 672591 or Pre-school SENCO on 01749 675995.

If your concerns are urgent, you should make an appointment to speak to the Headteacher Sheryl Cooper or the Deputy Head Alison Rigby.

If you would like someone to help you to talk to the school, you can contact Somerset SENDIAS (Special Education Needs and Disability Information, Advice and Support) either via telephone (01823 355 578) or their website: [Somerset SENDIAS](#).

The Parent Carer Forum can be contacted for support on: 01458 259389 or their website: [Somerset Parent Carer Forum](#)

How do you know if children need extra help?

At St Cuthbert's Academy Infants and Pre-school, we seek to meet the needs of all children. We do this through identifying and removing barriers to learning so that all pupils experience success. Identification of children who may need help is a whole school matter.

Children may be identified as having SEND through a variety of ways including:

- Information from your child's pre-school or previous school
- Parent/carers concerns raised with a member of staff-class teacher in the first instance, then SENCo and Headteacher.
- Children identified as not making expected progress in all areas of learning after quality first teaching as identified through regular assessment systems, such as pupil tracking and pupil progress meetings.



St Cuthbert's

C of E Infant & Pre-School

Roots to grow, wings to fly

- SENCo and staff use data to review and identify children not making expected progress.
- Information from other services who have worked with your child.
- Specific diagnostic assessment tools maybe used by SENCo to identify specific needs.
- Liaison with external agencies.

All children are monitored by the class teachers, senior teachers and the SENCo. If your child's class teacher is worried about your child's progress or wellbeing, the teacher will discuss their concerns with the SENCo and with you. The SENCo will support the class teacher in helping your child overcome any difficulties and decide whether to carry out a special assessment to better understand these difficulties.

The SENCo may ask other specialists for support and advice. Parent/carers will be asked for consent to do this and will be involved in planning to meet needs.

Consulting and involving parents

The school works in partnership with parents to support each child's well-being, learning needs, progress and aspirations. The SENCo will have an early discussion with parents/carers and child while they identify whether or not the child needs special educational provision. Regular communication between parents, teachers and SENCo includes:

- Parents are involved in their child's Personal Learning Plan and are encouraged to contribute towards setting their outcomes.
- Children may have a home school communication book to enable easy and convenient links between parents and school.
- For children with SEND, additional meetings between parents, class teacher and child to discuss progress against individual outcomes, in addition to parent's evenings.
- If your child has an Educational Health Care Plan (EHCP), you will be invited to an annual review meeting which will give parents, SENCo, class teacher, child and external agencies a chance to share opinions and experiences and work together to plan the next steps to support your child in making the best progress possible.

Consulting with children

Children are at the heart of all we do at St Cuthbert's C of E Academy Infants and Pre-school. They have a strong voice and are encouraged to share their opinions about the provision



St Cuthbert's

C of E Infant & Pre-School

Roots to grow, wings to fly

they receive on a day to day basis, as well as their opinions and thoughts being sought prior to annual reviews and termly review meetings.

Pupils will be asked their views before meetings and they will be explained by the SENCo during the meetings. This is to avoid our younger children feeling overwhelmed, as attendance at some meetings can make them feel daunted by so many adults around them asking questions.

How will the school support my child?

If your child needs support which is different from and additional to the usual classroom work, their education will be specially monitored and tracked by the class teacher and the SENCo to make sure that expected progress is being made.

Work may be designed specifically for your child and the teacher may change the way that class work is done to enable your child to take part in classroom activities. Your child may work with class teachers, teaching assistants and sometimes advisors from outside the school.

Here's how it works:

Underpinning ALL our provision in school is the graduated approach cycle of '**Assess, Plan, Do, Review**'. All teachers are responsible for every child in their care, including those with special educational needs. The school uses the Somerset Graduated Response Tool to identify barriers to learning that children may have, and to decide upon strategies and provision to support them. Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children, this can be achieved by identifying specific barriers, followed by personalisation, adaption and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: [The Somerset Graduated response tool](#)

Assess: All pupils are carefully monitored against national expectations, and a range of assessments are regularly used throughout the school. High quality teaching together with



St Cuthbert's

C of E Infant & Pre-School

Roots to grow, wings to fly

targeted universal support for individual children, is the first step in responding to those who may have SEND.

If a child continues to struggle to make expected progress, a period of assessment by the class teacher with SENCo support will be undertaken, having regard for the following criteria:

- Progress is significantly slower than that of their peers starting from the same baseline.
- Progress fails to match or better the child's previous rate of progress.
- Progress fails to close the attainment gap between the child and their peers.
- Lack of progress widens the attainment gap
- Discussions and information gathering with the parents.

A variety of nationally recognised assessment tools are used. Further details are available on request, but most assessments used by the school can be found in The Somerset Graduated Response Tool.

Plan: If these assessments lead the class teacher and SENCo to the conclusion that a more personalised support would benefit the child then, in consultation with the child and parents, the child's name will be placed on the Special Educational Needs register. A plan for support will be created to meet the outcomes identified for the child. This will be based on reliable evidence of effectiveness, and provided by staff with relevant skills and knowledge. Any staff development needs will be identified and addressed if necessary. The Class Teacher will meet with both the parents and the child to create a Personal Learning Passport, which will include details of the areas of need, outcomes, strategies to be implemented and interventions in place. A copy of the completed plan will be given to the parents and will be available for all staff working with the child including supply teachers.

Do: The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil. Teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.



St Cuthbert's

C of E Infant & Pre-School

Roots to grow, wings to fly

Review: The effectiveness of the support and its impact on the child's progress will be regularly reviewed and will take place in a variety of ways:

- Tracking of pupil progress in terms of National expectations – 3x yearly
- Evaluation of need 3x yearly based around the update of the Personal Learning Passport in collaboration with class teacher, pupil and parents
- Termly pupil progress meetings with class teacher and leadership team
- Review meetings with SENCo and external agencies where appropriate
- An Annual Review will be held for children in receipt of Higher Needs Funding (Education Health Care Plan EHC) Parents will be given clear information about the impact of the support provided and be involved in planning next steps. This cycle of action will identify the best way of securing good progress. The SEND register is a working and fluid document and is updated on a regular basis. A child may be identified as no longer needing SEND support following successful cycles of Assess, Plan, Do, Review.

What is an EHCP?

An EHCP is a legally binding document outlining a child or young person's special educational, health, and social care needs. The document will give an up-to-date picture of a child or young person's needs, based on assessments carried out by education, health and social care professionals. It will show which provision will be put in place to meet each of these needs and any provision listed must be specific, detailed and measured. The plan will name the educational setting to deliver the provision.

An EHCP details the individual support the child or young person requires to meet their needs to achieve their hopes and aspirations for the future. The EHCP will detail the Special Educational Provision needed which is above and beyond what the school can offer through SEND support.

More information can be found: [Local Authority – EHCP information.](#)



St Cuthbert's

C of E Infant & Pre-School

Roots to grow, wings to fly

Our Approach to Teaching Pupils with SEN

All teachers are teachers of SEN and are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to children who have SEN. This will be carefully differentiated and adapted, ensuring that it meets the needs of all pupils within the classroom.

The following interventions are available in the school. This is not an exhaustive list and will differ according to assessed need and specialist's advice:

Communication and Interaction

- Following Speech and Language Plans provided by Speech and Language Therapists
- Talking Partners to improve the way children communicate across the curriculum, enabling them to be independent and skilful speakers and listeners
- Social stories
- TEACH approach
- SCERTS approach
- NELI or Talk Boost language intervention
- Communication through signs, symbols, gesture or objects of reference

Cognition and Learning

- Early Literacy Support (ELS)
- Twinkle phonics- catch up programme

Social, Emotional and Mental Health

- ELSA (Emotional Literacy Support Assistant)
- PFSA (Parent and Family Support Advisor)
- 5 point scale

Sensory and or/ physical Needs

- Occupational Therapy and Physio therapy programmes followed where appropriate
- Sensory circuits
- Theraputty intervention



St Cuthbert's

C of E Infant & Pre-School

Roots to grow, wings to fly

What specialist services can the school call on?

All referrals to external support advisors are completed with parental knowledge and consent. We refer to a range of services for advice, resources or training. These include:

- Educational Psychologist – via purchased hours
- The Virtual School– the local authority SEND team
- Children's Autism Outreach Team (CAOT)
- Parent and Family Support Advisor (PSFA)
- Mendip Partnership School – Outreach support
- The Inclusion advice line – route to Team Around the School support
- Vision support team
- Hearing Support Services
- Education Safeguarding Service
- Integrated Therapy Services - Speech Therapy, Occupational Therapy, Physiotherapy
- Occupational Therapy Service (Children with Disabilities)
- School Nurse
- Children's Social Care (Children with Disabilities Level 3)
- CAMHS – Child and Adolescent Mental Health Service
- Family Intervention Service (FIS)

These external advisors may come in and meet with staff, meet parents, work with individual children or provide training. Visits to children often result in written reports outlining strengths and areas to develop as well as advice for supporting in school and at home. If parents need any clarification on any points raised by external advisors you can make an appointment to meet with the SENCo to discuss this.

How will I know how my child is doing on a regular basis?

- You will be invited to termly consultation meetings
- There will be an opportunity for you to discuss how you can support your child's progress with home learning activities
- A home school communication book may be used to share information
- If a child is seen from an outside agency your permission will be sought, you will be invited to meet them and you will be given a copy of any written report



St Cuthbert's

C of E Infant & Pre-School

Roots to grow, wings to fly

- Every half term parents of children in Reception and Key Stage 1 will be given their child's targets and next steps in reading, writing and mathematics
- At the end of the year you will be sent a copy of your child's school report which will include any formal assessment e.g. Phonics Screening Test results.

How will I know what progress my child should be making?

You can discuss the expected progress for your child with your child's class teacher and SENCo. We also share your child's progress through

- Pre and post assessments
- Review meetings
- Verbal feedback
- Assess, plan, do review cycle every term
- Annual EHCP review
- Standardised testing
- Personal learning plan
- Parents evenings
- Meetings with SENCo and class teacher.
- Learning Diary targets half termly
- End of year report

Do Staff have Regular Training?

Expectations are that all teachers are responsible for children with SEN in their classes and have the support of the SENCo. Teachers have a good understanding of SEN which is achieved through on-going training. The SENCo and Senior Leadership Team look at where there are areas of need in the school and ensure that the appropriate staff are training in supporting these specific needs.

The SENCo has achieved the National Award for SEN Co-ordination.

Training that has been under taken recently is:

- All staff have had Autism Awareness training
- ELSA training every term for the ELSA trained teaching assistant
- SEND staff meetings – on a variety of topics
- In house Whole school training on adverse childhood experiences and trauma informed practise



St Cuthbert's

C of E Infant & Pre-School

Roots to grow, wings to fly

- Medical training – diabetes, hearing loss, toileting/bowel problems and other medical needs
- Training from Speech and Language team – 2 members of staff
- SCERTS

The SENCo attends regular training throughout the year: This includes SENCo termly training through Local Authority (LA) SEND network hub meetings and LA Autism and ADHD updates.

How are teaching assistants used to support my child?

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes and to gain independence.

The school has 3 full time teaching assistants, 2 part-time teaching assistants and a full-time Higher-Level Teaching Assistant. Every class has a teaching assistant in the mornings. Teaching assistants are deployed to carry out interventions and small group work in the afternoons, which are usually run outside of the classroom and are matched to the needs of the pupils.

The deployment of teaching assistants is under constant review according to current needs in the school.

What support will there be for my child's overall well-being?

All staff are responsible for children's well-being.

We provide support to pupils to improve their well-being through:

- Sessions with the ELSA trained teaching assistant
- The school's Christian Values
- Collective Worship
- PSHE Jigsaw programme covering well-being
- Enrichment activities
- Class worry boxes
- PFSA – Parent and Family Support advisor



St Cuthbert's

C of E Infant & Pre-School

Roots to grow, wings to fly

How are the school's resources allocated and matched to a child's SEND needs?

The school receives funding for all children including children with SEN and disabilities.

All resources coming into the school budget for SEND are spent on staff, resources, training, accessibility arrangements and commissioning additional external services. Most children receiving SEND Support, access what they need through group or individual work with the class teacher or teaching assistant with guidance from the SENCo.

This support changes termly as a result of the 'assess-plan-do-review' graduated response. Children who have higher needs may have some individually targeted support to achieve their learning. Most of the budget for this is, once again, taken from the school's SEND budget. A few children who have more complex needs may be allocated "Top-Up" funding from The Local Authority, which has to be applied for by the school via an Educational Health Care Plan (EHCP). This is also used to provide staff support and specialist resources/provision for the child.

How will my child be included in activities outside of the classroom including trips?

All of our extra-curricular activities and school visits are available to all children, and pupils are encouraged to access extracurricular activities and trips

No child is ever excluded in activities because of their special educational need or disability. Risk assessments will be carried out before any trips and extra staffing will be provided if necessary. Where appropriate, alternative activities, which will cover the same curriculum areas, will/may be provided. Parents will be involved in the decision making about school trips and activities.

Transitioning Arrangements

Transitioning into school from Pre-school involves a great deal of communication with pre-school providers. Children with identified SEN will have a School Entry Plan meeting, which pre-school staff and school SENCo will attend, along with parents and other professional agencies involved with the child. This will outline the strengths and needs and outline a plan to support their successful integration into school.



St Cuthbert's

C of E Infant & Pre-School

Roots to grow, wings to fly

Children transitioning into the junior school will be supported through additional visits. Staff from the junior school make visits to children in their classes which maintains close contact, ensuring all children are known well to the school before starting, allowing the schools to put appropriate provision in place for September.

- Induction evening and events take place during the summer term for all children who are joining EYFS Foundation Stage in September
- Transfer of child's SEN information to SENCo.
- Previous school contacted for information sharing
- Transfer to new class facilitated by sessions during the summer term with new teacher and environment
- New schools are invited to attend any reviews prior to transition
- Pupil voice, some children are asked their views on any concerns they may have either individually or in a small group.
- PFSA support group for identified children

How Accessible is the School Environment?

The school has an accessibility plan, to plan for and future proof the accessibility of the school: [Accessibility plan](#)

- The school site is largely wheelchair accessible
- We have a disabled toilet that is large enough to accommodate changing and suitable for wheelchair users
- There is a shower situated in the disabled toilet
- Classrooms are organised to keep clutter to a minimum
- All children with access needs have the right to access class trips where it is safe for them to do so. Alternative provision can be made such as additional adult support, alternative transport arrangements, or arrangements for giving medicines.

What do I do if I need to Make a Complaint?

The school's complaint procedure is outlined in the schools Complaints Policy and can be found on the school website: [Complaints policy](#)