



Norton and West Chinnock Church Schools SEND Information Report 2026-2027

We strive to be as inclusive as possible aiming to meet the needs of pupils with Special Educational Needs and/or Disabilities within our mainstream setting. As a school in Somerset, we follow [Somerset's Graduated Response Tool](#), which is a tool that support in the identification and removal of barriers to learning.

As a school that is part of the Bath and Wells Multi-Academy Trust (BWMAT), we fully support and uphold the joint vision for inclusion, which is based upon being the best version of ourselves and applies to everyone who works and learns within the Trust family. We want everyone to feel the freedom to be themselves, valuing each other with kindness and respect in everything we do, enabling children and adults to grow and develop in confidence.

This report is to inform you of the types of support available to your child at Norton and West Chinnock Church Schools.

It will help you to understand who can help and how this support may be accessed. This is linked to the Somerset Core Standards, a framework that describes the entitlement of children and young people in Somerset schools.

Our School SEN Policy can be reached through our school website [Norton & West Chinnock Schools | Somerset Primary School](#) and contains additional information for parents about:

- the identification and assessment of children with SEN
- how the school monitors and evaluates progress made by children
- the Assess, Plan, Do, Review cycle for children with SEN
- access to the curriculum and aims for inclusivity
- the school's aim to maintain support from parents of children with SEN through good teacher/parent communication, meetings with the SENDCo throughout the year
- SEN Parent Forum

Name of SENDCo: Mrs Jo Best

Contact Details: Tel: 01935 350232

School Website: [Norton & West Chinnock Schools | Somerset Primary School](#)

The Norton and West Chinnock Schools aims to be as inclusive as possible, with the needs of pupils with Special Educational Needs or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. We recognise a Special Educational Need as: ...

a child who has a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have significantly greater difficulty in learning than the majority of others the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

As a mainstream school, Special Educational Needs (SEN) can fall within any of the six categories of:

- Cognition & Learning Needs
- Communication & Interaction Needs
- Physical, Medical & Alternative Communication Needs
- Hearing Impairment
- Visual Impairment
- Social, Emotional & Mental Health Needs.

How will school staff support my child?

The Levels of Support offered by the School

There are 3 levels of support that are offered to all children in the school, depending on their learning needs:

Level 1 – Universal Support – this is the level of support that the class teacher provides for ALL children in their class using differentiated planning and high quality of teaching (known as Quality First Teaching).

Level 2 – SEN Support – this is when a child or small group of children need a little extra support by working with a Learning Support Assistant on a specific skill. This may be a recognised intervention programme or may come from gaps identified in their learning on a day-to-day basis, where children may need to go over the work again or in a different way, to fully understand it and make progress.

Level 3 – High Needs Support – this is used for children that have a significant gap in a child's learning and a Learning Support Assistant delivers a recognised intervention programme to help to close that gap. Outside agencies, such as a Speech & Language Therapist or Occupational Therapist may become involved in planning the provision for those children.

School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in school about my child's difficulties with learning / Special Educational Needs and or Disabilities (SEND)?	Mrs Jo Best – the Special Educational Needs and Disabilities Coordinator (SENDCo)	The SENDCo is responsible for: • Collaborating with the Head teacher and governing body, as this plays a key role in developing and maintaining the SEND Policy, to ensure that all children receive a consistent and high-quality response to meeting their needs in school. In order to raise the achievement of all children with SEND, the SENDCo is also part of the Senior Leadership Team (SLT), so SEND and the provision is discussed/reviewed regularly. • Taking day-to-day responsibility for implementing the SEND Policy and coordinating the provision made for children with SEND. This is achieved by working closely with staff, parents and carers, BWMAT, as well as other agencies. • Providing professional guidance to colleagues and seeking guidance from specialists, with the aim of securing high quality teaching for all children with SEND. • Liaising with all other people/agencies that may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist, Learning Support Advisor etc. • Updating the school's SEND register (a system which ensures that all the needs of the SEND children in school are known); making sure that there are clear and detailed records of your child's progress and needs. • Making sure that we meet expectations set out by Somerset and the legal obligations set out in the SEND Code of Practice. The SENDCo also ensures that you (parents/carers), with the support of class teachers, are: • Involved in supporting your child's learning • Kept informed about the support your child is getting • Involved in reviewing how they are doing • Part of planning ahead for them (setting next steps/targets) • Part of the ongoing review of SEND support in school

Mrs Amanda Phillips
Headteacher

Your child's class teacher is responsible for:

- Using and maintaining the Assess Plan Do Review (APDR) document, which is an individualised education plan, when planning for your child's lessons, including interventions, scaffolds, strategies and resources.
- Ensuring that your child is supported in a way that suits their learning styles and helps them to meet their outcomes, including resources and extra support from Learning Support Assistants (LSAs).
- Following school policies in their classroom, which directly link to the SEND Code of Practice and Somerset Graduated Response Tool for SEND.
- Liaising with you about your child's learning, progress and support – this will happen at least three times a year in a way that best suits you. This can be face-to-face, through email, phone conversation etc.
- Checking on the progress of your child and identifying, planning and delivering any additional support your child may need. This could be targeted work and/or additional support. This information will be passed on to the SENDCo as necessary.
- Maintaining close contact with the SENDCo to ensure up-to-date records are kept on your child, and making sure that information on progress, needs and provision are passed on to both you and the SENDCo.

The Headteacher is responsible for:

- The day-to-day management of all aspects of the school, including SEND.
- They will give responsibility to the SENDCo and class teachers, but they are still responsible for ensuring that your child's needs are met.
- Making sure the Governing Body is kept up-to-date about SEND in the school.
- Setting and managing the budget, which includes the budget for SEND, liaising with the SENDCo.
- Collaboration with the SENDCo and SEND governor to develop and maintain the SEND Policy, to ensure that all children receive a consistent and high-quality response to meeting their needs in school.

	Mrs Vicki Fletcher SEND Governor	The SEND Governor is responsible for: • Making sure that the necessary support is made for any child who attends the school who has a special educational need. • Maintaining good links between the governing body and the school in relation to pupils with SEND. She helps to raise awareness of SEND issues at governing body meetings and give up-to-date information on SEND provision within the school. • Collaboration with the SENDCo and Head of School and Executive Head to develop and maintain the SEND Policy, to ensure that all children receive a consistent and high education.
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How will the school know that my child needs extra help?

How does the school identify children who have SEND?	Identification	What will happen?
	Teacher concerns	• Staff may observe that a child is experiencing specific barriers or difficulties with learning. • The class teacher is responsible for initiating additional support. This may be increasing universal support, or small group focussed on a particular aspect, using the Somerset Graduated Response Tool as guidance. The SENDCo may be involved in discussions/advice. All information about progress will be shared with the parents/carers and the SENDCo. This information will be collected and recorded on the SEND Cause for Concern document. • If a child continues to not make the expected progress, the class teacher may then request that the SENDCo becomes involved, sharing the SEND Cause for Concern document. This will be shared with parents. • The SENDCo may invite parents / carers to a meeting and carry out observations and assessments to inform a decision as to whether further support is required to reduce barriers following the Graduated Approach. Teachers are responsible for assessing and monitoring the progress of all children in their class. If a child: - Fails to make expected progress despite additional support - Falls more than 1.5 years below the expected levels in reading and /or spelling age - Receives a standardised score of 85 or below, which coincides with existing concerns
	School assessments	Then the following will happen: • The class teacher will initiate additional targeted support (Universal Support). This may be in a small group or on a one-to-one basis and will be focussed on a particular barrier. Teachers will use the checklists and links provided by

	the Somerset Graduated Response Tool and the BWMAT, for further support and guidance. The SENDCo may be involved in discussions and advice – via the school pupil progress meetings and / or the SEND Cause for Concern document. Information about progress and support will be shared with parents / carers and the SENDCo (recorded in one place, on the SEND Cause for Concern document). • If a child continues to not make the expected progress after targeted support, the class teacher will then request that the SENDCo becomes involved. The teacher will share the information collected from the extra support, demonstrating the start of the graduated approach. Parents will be informed by the class teacher. • The SENDCo may observe/assess as part of the Graduated Approach. This will be discussed with parents. • From observations and assessments, the SENDCo carries out, it may be decided (in conjunction with parents) to carry out specific assessments or contact outside agencies to understand a child's needs more clearly. Monitoring Progress The Senior Leadership Team (SLT) regularly reviews assessment information during the Autumn, Spring and Summer terms. In addition, pupil progress meetings take place throughout the year to discuss how children are progressing. During these reviews, we look carefully at both whole-class and individual pupil progress. Some children may be identified as needing additional attention or support for a variety of reasons. Where this happens, staff will put appropriate support in place and agree clear outcomes to help the child make progress. If a child is not making the expected progress despite receiving additional support, the SENDCo will become involved and the process outlined above will be followed to ensure that the child's needs are fully understood and supported.
Parental / carer concerns	What if I have concerns about my child? If you have any concerns about your child, please speak to their class teacher in the first instance. Your concerns will be recorded and shared with the SENDCo (Special Educational Needs and Disabilities Coordinator) so that we can work together to understand and support your child's needs. Depending on the nature and level of concern, one of the following may happen: Option 1: Further monitoring and review The class teacher will discuss your concerns with you and begin gathering more information through observations in the classroom. These observations will be recorded and shared with the SENDCo. A review meeting will then be arranged with you to discuss what has been observed, consider any next steps, and agree on any support that may be needed. Option 2: Immediate involvement of the SENDCo

	If the concerns suggest that additional support may be needed straight away, the class teacher will refer the information directly to the SENDCo. The class teacher and SENDCo may carry out observations and gather further information about your child's strengths and needs. Any support put in place will be recorded, and a meeting will be arranged with you to discuss the findings and agree on the next steps together. Working in Partnership with Parents We value the important role parents and carers play in their child's education and wellbeing. Parents are always welcome to contact the SENDCo directly to discuss any concerns they may have. Appointments can be arranged through the school office for either a meeting or a phone call. The SENDCo can also be contacted via email (please see the Contact Us section for details).
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How will the curriculum be matched to my child's needs?

Teachers at The Norton and West Chinnock Schools plan high quality lessons – Quality First Teaching. All work within class is pitched at an appropriate level, so that all children are able to access the lesson's objectives according to their specific needs. This is known as Wave 1 support where the teachers have a range of strategies that they employ to support all the children within their class. There is also where support is targeted for a more specific difficulty in a child's learning.

SEN support may be provided within the classroom on an individual basis or as part of a small intervention group delivered elsewhere in the school by a Learning Support Assistant. Groupings of children can change regularly according to needs and understanding. Interventions are monitored regularly with a baseline gathered at the beginning, interim data taken and then data being gathered at the end of the intervention.

High Needs support is when your child may need further intervention to support their learning in a specific area of the curriculum or where targets have not yet been met, or they may have met their targets when the intervention has been completed.

The schools use Arbor, which tracks the children's progress with core subjects and enables progress to be tracked. There is a system in place which enables interventions to be tracked and monitored by the SENDCO for impact to decide how successful they are.

There are Parents' Evenings in the Autumn and Spring term and reports are written in the Summer term. Meetings in both schools will be available with the SENDCO on a half termly basis.

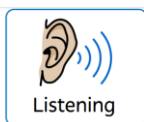
Whole school approaches The universal offer to all children	Additional, targeted SEN support and provision	Specialist, individualised support and provision for high needs
We are committed to ensuring that every child receives high-quality teaching and support to help them achieve their full potential. This includes: • Having high expectations for all children and supporting them to make the best possible progress. • Building on what your child already knows, can do, and understands when planning their learning. • Using a variety of teaching approaches to ensure your child can fully access and engage with learning. This may include visual, practical, and hands-on activities as part of a multi-sensory approach. • Using specific strategies that are tailored to your child's individual needs and learning style. • Making a range of supportive resources readily available, such as number equipment, practical learning materials, visual prompts, and other classroom aids. • Providing focused support sessions to help children overcome specific barriers to learning. These may take place	Some children may benefit from extra support to help them make progress in a particular area. This support may be provided individually or as part of a small group. The support may take place: • Within the classroom alongside the main teaching. • In a quieter area of the classroom where children can work with fewer distractions. • Outside the classroom when this is most appropriate for the intervention or activity being delivered. These sessions are led by a teacher or Learning Support Assistant (LSA) who has received appropriate training to provide the support. Our aim is to ensure that children receive the help they need in a way that is supportive, positive, and tailored to their individual needs.	Your child will continue to receive all the support available at the earlier stages, as well as additional, personalised support tailored to their individual needs. This may include: • Specialist resources and strategies that are specifically designed to help your child meet the outcomes identified in their support plan. • Careful planning involving you, your child, and any relevant professionals before important transitions, such as moving to a new class, key stage, or school. • Regular review meetings arranged by the SENDCo, involving you, your child (where appropriate), and any professionals working with your family. • Discussion about whether an Education, Health and Care Plan (EHCP) may be appropriate. The school and/or parents can request an EHCP assessment if it is felt that a child's needs require a higher level of support.

individually or in a small group and are designed to address identified needs quickly and effectively.

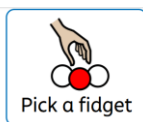
- Our aim is to provide the right level of support at the right time, helping every child to feel confident, included, and successful in their learning.
- We adopt a consistent approach across the school. We use Widgit's Communicate in Print to support access to information and communication.



No talking



Listening

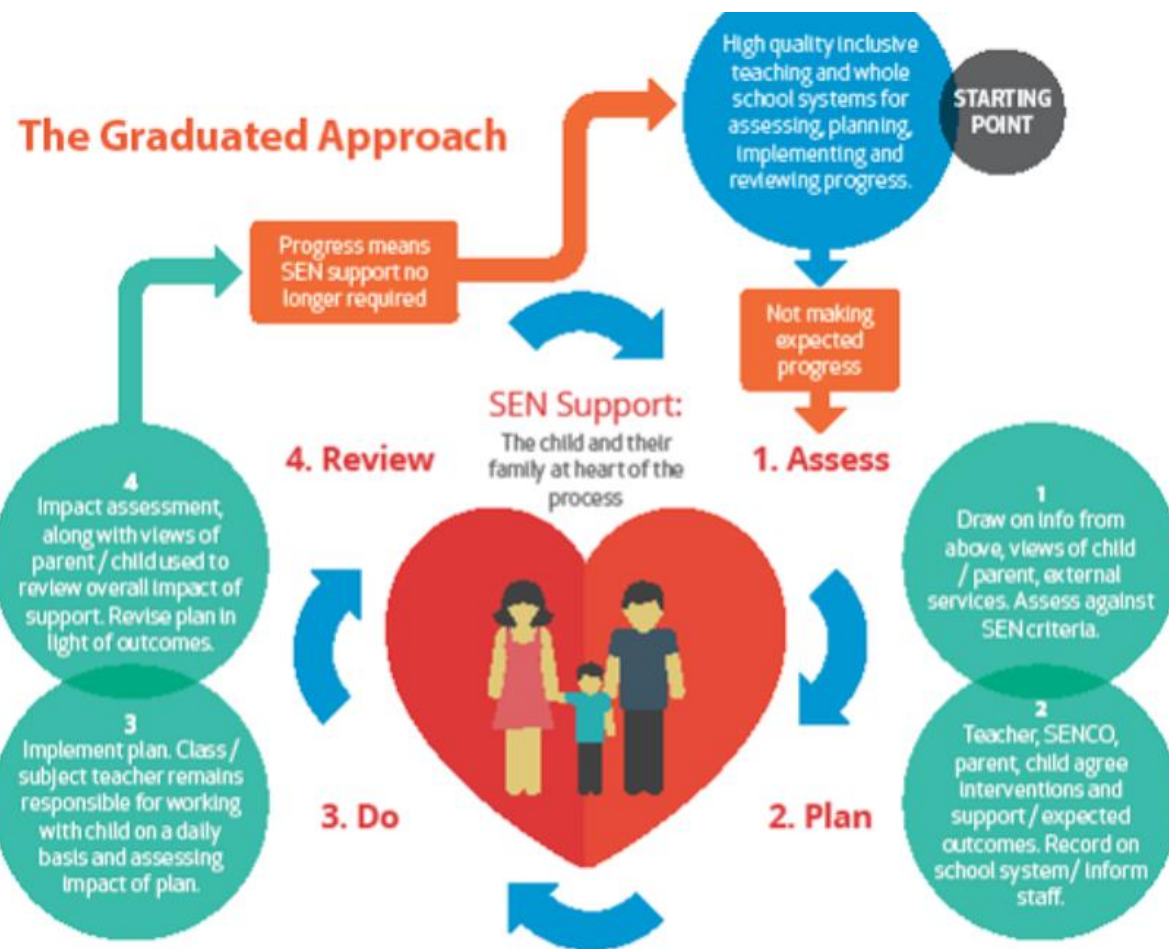


Pick a fidget

- If your child has an EHCP, information about their progress, changing needs, outcomes, and support will be reviewed annually and shared with the Local Authority through the Annual Review process.
- The SENDCo will ensure that all statutory procedures relating to your child's EHCP are followed in line with the SEND Code of Practice.
- A detailed individual support plan will be developed, implemented, and regularly reviewed to ensure your child receives the provision they need.
- Staff delivering specialist programmes or interventions will receive appropriate training and support wherever possible.

Working Together to Support Your Child

While your child's class teacher remains responsible for their day-to-day learning and progress, the SENDCo will take a more active role in supporting provision at this stage. The SENDCo will work closely with the class teacher to plan, monitor, and review the support your child receives, ensuring that it continues to meet their individual needs.



This diagram outlines the Assess-Plan-Do-Review cycle, also known as the Graduated Approach, which is mentioned in the previous sections.

How will the teaching and learning of my child with SEN be monitored and recorded?

Children on the school's SEND Register have been identified as needing some additional support to help them learn and thrive in school. To ensure this support is tailored to their needs, each child has a **Pupil Passport**, which outlines helpful strategies, resources and individual targets.

Many children also receive advice from specialist services, such as Educational Psychologists, Speech and Language Therapists or Occupational Therapists. Support and progress are reviewed regularly with parents through termly **Assess, Plan, Do, Review** meetings.

Some children may receive additional funding to access more specialised support. Learning Support Assistants may work with these children at certain times of the day, helping them build confidence, independence and the skills they need to succeed in their learning.

Whole school approaches The universal offer to all children	Additional, targeted SEN support and provision	Specialist, individualised support and provision for high needs
• Use of Arbor to monitor the progress of all children in school • Termly Pupil Progress Meetings to identify those children who are deemed to be not keeping up with their peer group and require additional support.	• Targeted intervention as part of SEN support. • After meeting with the parents and class teacher child is placed on the SEN Register depending on the level of additional need. • Early Help Assessment may be completed to gain advice from specialised agencies.	• Child is placed on the SEN Register in consultation with the parents and class teacher. • Higher needs interventions on a 1:1 basis. • Outside agencies are consulted for assessment, advice, and targets. • EHCPs are put in place for those children requiring additional high needs funding.

What support will there be for my child's overall wellbeing, including emotional and social development?

Alongside support for learning, we offer a range of pastoral support to help children's wellbeing. This includes sessions to help children understand and express their feelings, ELSA (Emotional Literacy Support Assistant) support, and social skills groups for children who may find communication or friendships challenging.

Children can always talk to a trusted adult in school about any worries or concerns, and their views are taken into account when planning support. We can also refer families to our Parent and Family Support Advisor (PFSA) for additional help at home.

Where needed, individual support plans are put in place for children who need help with emotional regulation, medical needs or intimate care. Support is tailored to each child's individual needs, ensuring they feel safe, supported and ready to learn.

Whole school approaches The universal offer to all children	Additional, targeted SEN support and provision	Specialist, individualised support and provision for high needs
• Supportive adults are in place in all classes and children are actively encouraged to share any worries that they may have.	• Worry boxes are created with the children. • Social Skills groups are run to support children with communication or anxiety difficulties. • Safe spaces are in place within the school to provide children with a space that they can go to if needed. • Sensory tents	• PFSA support • ELSA • South Somerset Partnership Schools • Educational Psychologists • Speech and language therapists

What type of provision is available to pupils with SEND?

All children receive high-quality teaching that is adapted to meet their individual needs. We carefully monitor every child's progress and attainment to ensure they are supported to achieve their best.

Children with SEND have a **Pupil Passport (SEND Support Plan)** that sets out individual targets, strategies and support. The SENDCo works closely with teachers, parents and, where appropriate, external professionals to ensure the right support is in place. We regularly review progress with families through meetings such as Team Around the Family (TAF) meetings and Annual Reviews for children with an Education, Health and Care Plan (EHCP).

Children's needs may fall into one or more of the following areas:

Cognition and Learning

Some children may need additional support with areas such as reading, writing, spelling or maths, or with skills such as organisation and memory.

Communication and Interaction

Some children may find it difficult to communicate, understand language or interact with others. This includes many children with autism.

Social, Emotional and Mental Health (SEMH)

Some children may need support with their emotions, friendships, behaviour, attention or mental wellbeing, including anxiety and low mood.

Sensory and/or Physical Needs

Some children may have hearing, vision or physical needs and may require specialist equipment or support to fully access learning and school life.

We work closely with families and external professionals to ensure that every child receives the support they need to feel happy, confident and successful at school.

Whole school approaches The universal offer to all children	Additional, targeted SEN support and provision	Specialist, individualised support and provision for high needs
• Quality First teaching that is differentiated appropriately for the needs of the children. • Well organised classrooms where resources are labelled and accessible for greater independence • Visual timetables. • Lessons are planned to meet the needs of ALL the children in the class. • Child's position within the classroom is planned for maximum learning opportunity. • Calm classroom environments for working. • Support materials are available for Maths & English. • Displays offer key information for English and Maths • Key words and phonic sound mats are displayed and available on tables. • Discussion work in pairs and as groups encourages good use of language and communication skills. • Progress is monitored regularly by the class teacher. • Feedback has next steps and children are given the opportunity within class to address them. • A clear behaviour policy is followed by staff and children.	• Social skills interventions are delivered by trained teaching assistants. • English Touch typing programme • Additional English and Maths groups for targeted area of support, such as: precision teaching and phonic support • Children are supported in the classroom • Children are withdrawn from class for targeted support identified through assessment for learning • Now and Next boards are used for individuals needing support with organisation. • Chunked tasks – smaller 'bites' of work to support children with working memory difficulties. • Time-out breaks – sensory breaks for children who feel overwhelmed by whole lessons of work. • Fiddle toys for children with ADHD that need to be moving all the time. • Sensory toys • PFSA involvement available • Use of talking tins	• Visual timetables – personalised for alternative provision • Now and Next boards with motivators • ELSA – Emotional Literacy Support Assistant • Fine and Gross Motor skills therapy • Individualised Literacy Intervention (ILI) • Speech and Language support • Learning Support Services assessments • Educational Health Care Plans for those children who require specific support with more complex learning or physical needs. • Annual Reviews for those children with an EHCP with input from the class teacher, child, parents and SENDCo. • Assess, Plan, Do, Review meetings held termly to assess the need of the child, plan suitable provision, ensure that the provision is being carried out to a high standard and review the impact of the provision. • Input from outside agencies to assess the child's difficulties and provide support to school and families such as educational psychologists, speech and language therapists, vision support, occupational therapists.

How does the physical environment support a child with SEN?

We understand that some children may occasionally need a calm, quiet space to help them regulate their emotions. Where appropriate, we can provide access to a support tent or another designated safe space within school. We also make use of our outdoor areas, including quiet seating spaces and garden areas, which can provide a peaceful environment away from the classroom when needed.

We are committed to making reasonable adjustments to help all children access learning and school life successfully. If you feel your child may benefit from additional adaptations or support, please speak to us.

We believe all children should have the opportunity to take part in school trips and activities wherever it is safe to do so. We work closely with children and their families to ensure appropriate support is in place so that everyone can be included and enjoy these experiences.

Whole school approaches The universal offer to all children	Additional, targeted SEN support and provision	Specialist, individualised support and provision for high needs
• Main entrance / school office accessible by sloped entrance off the parking area. • Classrooms are all accessible from inside the building via the main entrance. • Outdoor areas for learning accessible by all children.	• Classroom tables vary in height according to the age of the children. Those children who require a different table height can be accommodated in the classroom. • Writing slopes are available to those children with motor skills difficulties. • Blackout tent is available and can be placed wherever it is required for children with SEMH difficulties. • Quiet working spaces can be available	• Additional provision for children with more complex physical needs will be advised and provided by the PIMS team or Visual Support Team.

How will you support my child with SEN in making transitions between key stages?

Pre School/Nursery into Early Years Foundation Stage in school Children who are entering the school from a nursery setting into Reception class, will have opportunities to come to school for a Parent / Carer information evening as well as Stay and Play sessions.

Teachers will also make home visits to ensure that pupils and parents / carers feel confident about the start of school in September.

For SEN pupils starting school in Reception, a School Entry Plan (SEP) will be completed with external Early Years professionals, parents and key staff to outline targets for the transition. This will be reviewed in the Autumn Term.

KS1-KS2 (Yr 2 moving to Yr 3) 'Move Up' mornings / days are standard practice in education. All children will spend a designated amount of time in their new classroom with their new teacher and any support assistants that may also be part of that class towards the end of the summer term. The children take part in fun activities designed to allow the teacher and children to get to know each other better.

KS2 – KS3 (Yr 6 moving to Yr 7) Each secondary school provides a minimum of 1 day in their new setting meeting their teachers, form tutor, getting to know the layout of the school and experiencing part of their new curriculum for the September. Parents are encouraged to visit the secondary school with their child on Open Evenings to explore the school setting together. Parents can ask the questions that a child may find difficult to communicate.

How will I know if my child is making progress?

Quality First teaching involves adapting lessons to suit the learning styles of the children within the class and using Assessment for Learning. This is a method in which teachers constantly assess the progress made by each child in the class during the course of a lesson. Children may be moved on to more challenging work, or they may need some support and additional resources to succeed in reaching the lesson's objectives.

Whole school approaches The universal offer to all children	Additional, targeted SEN support and provision	Specialist, individualised support and provision for high needs
• Parents Evenings occur twice a year and parents are encouraged to attend to discuss the progress of their child/children. • Teachers are happy for parents to make appointments to discuss the progress of a child after school. • Annual School Reports – these are written at the end of the year to report on each child's progress and suggest targets for the following year.	• Additional meetings with the class teacher. • Meeting with the SENDCo if a parent is concerned about their child's progress and believe that there is a learning difficulty.	• Assess, Plan, Do, Review meetings • Early Help Assessment may be carried out to invite outside agencies to become involved in a child's special educational needs. • TAF meetings for outside agencies' involvement • EHCPs and those children in receipt of High Needs Funding will require an Annual Review of their needs and provision. This will include the child, parents and class teacher. Outside agencies may also be invited to attend where possible.

How do we know how good our SEN provision is?

- The Headteacher and Governing body of Norton and The West Chinnock Schools assist the SENDCo in ensuring that provision for SEN across the school is well coordinated, complies with legal requirements and meets the needs of the children on the SEN register.
- An audit of SEN provision across the school is undertaken each year by the SENDCo and SEN Governor.
- An SEN Report is written by the SENDCo to the governors outlining the progress of SEN students in the school; measures the impact of interventions; highlights the training undertaken by staff to support children with SEN; discusses resourcing for SEN and what additional resources are needed; and funding for children with EHCPs.

- Learning Support Services are regularly brought into schools to assess the needs of children and ensure that SENDCos are supported in managing SEN across the school. They offer advice and can provide a pathway to additional services that may be required.
- Arbor – measures the progress of each child in the school. Children with SEN should also be making good progress, although it may be from a different starting point to their peers.

What Support is available for Parents/Carers?

- We encourage regular communication between home and school. We use **Class Dojo** to share information, celebrate successes and discuss any concerns, helping us work together to support your child consistently.
- Our **SENDCo, Mrs Best** is available to meet with parents and carers to discuss progress, celebrate achievements, or address any questions or concerns you may have.
- We share a regular online newsletter that celebrates school life and provides useful information, advice and links to support services, including resources for SEND, mental health and wellbeing.
- Information and recommendations from external professionals will always be shared with you, either through meetings, reports, email or telephone conversations.
- Home learning can be adapted to meet individual needs. We also use a range of online programmes to support learning, including spelling and times tables practice.
- Our school website contains a dedicated **SEND** section, which includes helpful information, resources and links for parents and carers, as well as information on mental health and wellbeing.
- We can also signpost families to additional sources of support, including organisations such as **Somerset SENDIAS**, which provides independent information, advice and support for parents and carers of children with SEND.

How do I make a complaint?

If you are unhappy with your child's SEN provision, then please contact the Headteacher or the SENDCo via the main office to make an appointment. We are happy to listen to your concerns and will endeavour to rectify the situation as needed.

School Office Tel: 01935 350232 School Office Email: Enquiries@nshwc.bwmat.org

This SEN Information Report was made in conjunction with the SENDCo, Headteacher and the SEN Governor. It will be reviewed in September 2027.