North Curry CofE Primary School and Nursery



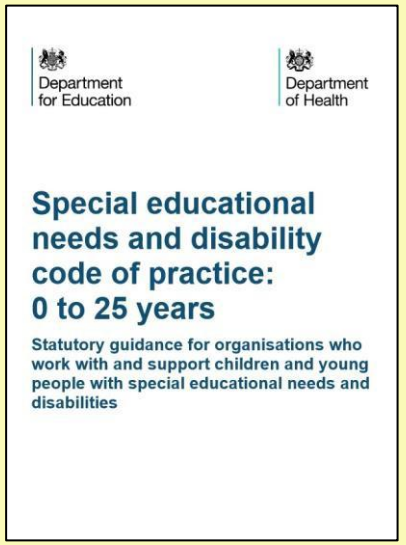
SEND Information Report

Date: October 2026

This report is designed to inform you of the types of support available for your child at

North Curry CofE Primary School and Nursery

It will help you understand who can help and how this help can be accessed.



Definition of Special Educational Needs

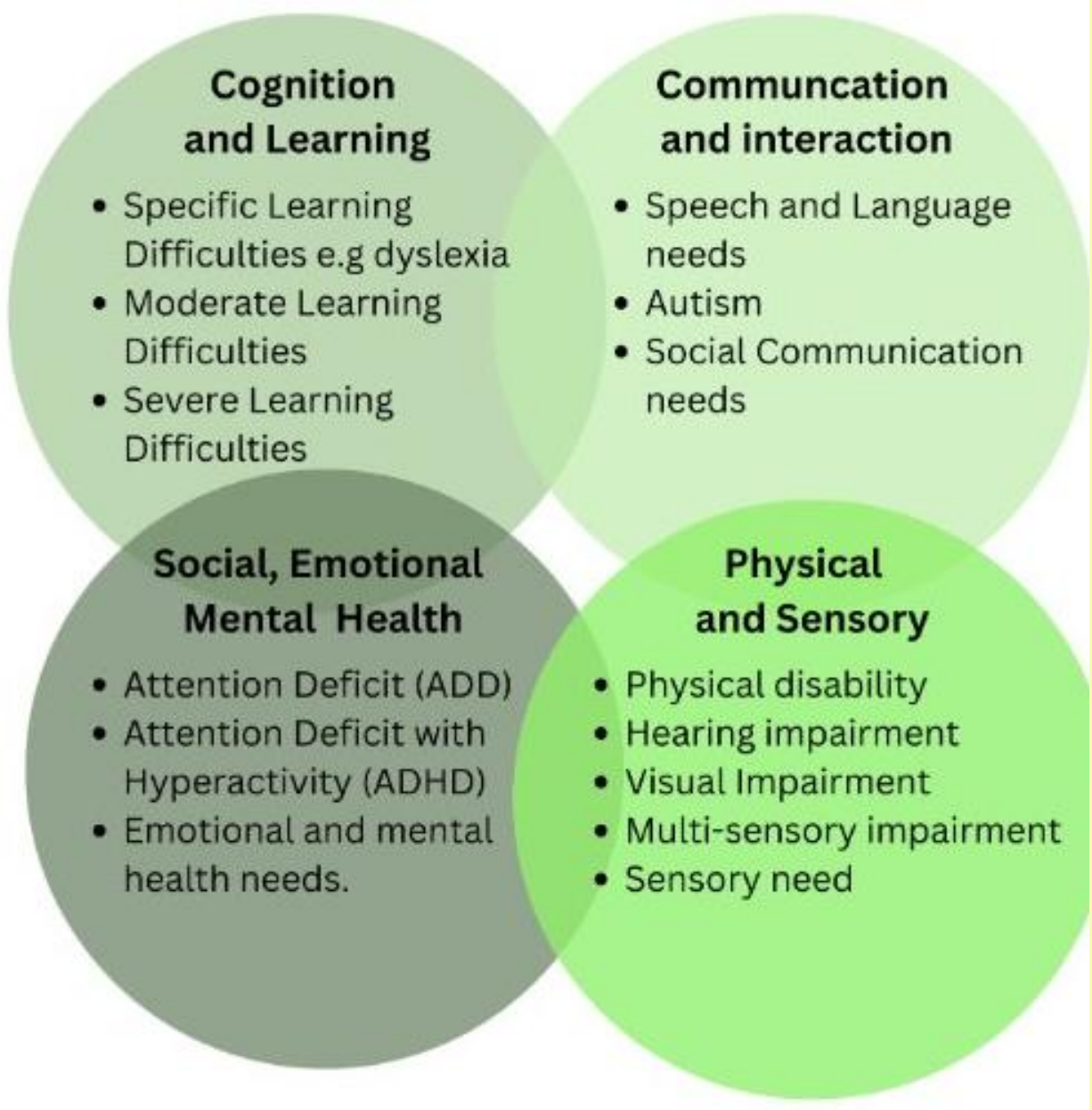
(taken from SEND Code of Practice: 0 to 25 years – January 2015)

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Namely provision that is different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (6.15 pg 94)

What kinds of SEND are provided for at the school?

Types of SEND need

The SEND Code of Practice 0-25 identifies four broad areas of Special Educational Need. The image here shows the SEND category of need with the range of needs within each category.



What are people's views on inclusion at our school?

Year 3 pupil: inclusion is…letting someone join in

Things we can use in class/school to help us…fidgets…own desk…ear defenders…

'North Curry work hard to be inclusive of neurodiversity. The children understand that there are differences within their school and to be accepting of others' needs. Generally there is a culture of kindness and inclusiveness.' (KS2 parent – September 2024)

What do school staff say are their responsibilities with regards to inclusion?

- *Our role (from the teachers)...*
  to ensure that all children are included in the classroom
  to ensure that everyone can access their learning
  to ensure that all children with additional needs are supported
  to ensure teaching assistants understand the needs of the children, and how best to support them
  to teach children about inclusion and what being inclusive means
  to model inclusion with the children

- *Our role (from the teaching assistants) is...*

to be role models to the children on how to be inclusive

to ensure every child is treated fairly – making sure they feel included, not matter what need they may have.

How does the school know if a child needs extra help?

• *A child may be identified as having Special Educational Needs (SEN) at any stage during their education. This may be a long term difficulty or disability requiring specific intervention or something new that develops during their time at North Curry CofE Primary School.*

• *Prior to entry to our school, we will liaise with key staff from your child's previous educational setting in order to gain essential information that allows us to understand and plan for your child's needs.*

• *Information may also come from a variety of other sources:*

- *An Education, Health and Care Plan (EHCP)*
- *An officially recognised diagnosis requiring SEND provision*
- *Involvement from external agencies/professionals*
- *Results from diagnostic or standardised tests*
- *The school's own assessment framework*
- *Staff observations*
- *Parental concerns*
- *Child self-referral*



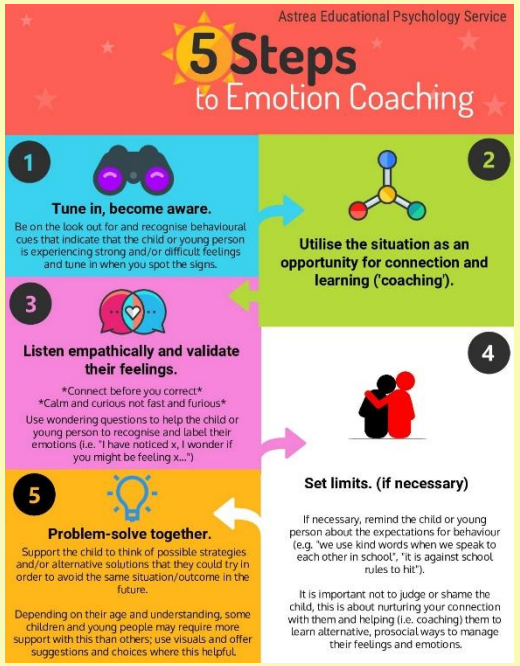
What training is made available to staff supporting students with SEND?

Staff training is targeted to the needs of the children within the setting and to meet the school's improvement priorities.

Our HLTA has training in academic interventions such as ILI (individualised Literacy Intervention) and Spelling Detectives, to meet the academic needs of our children.

The whole school team has training in initiatives such as trauma informed practice and emotion coaching. Again, this is targeted to the needs of our children.







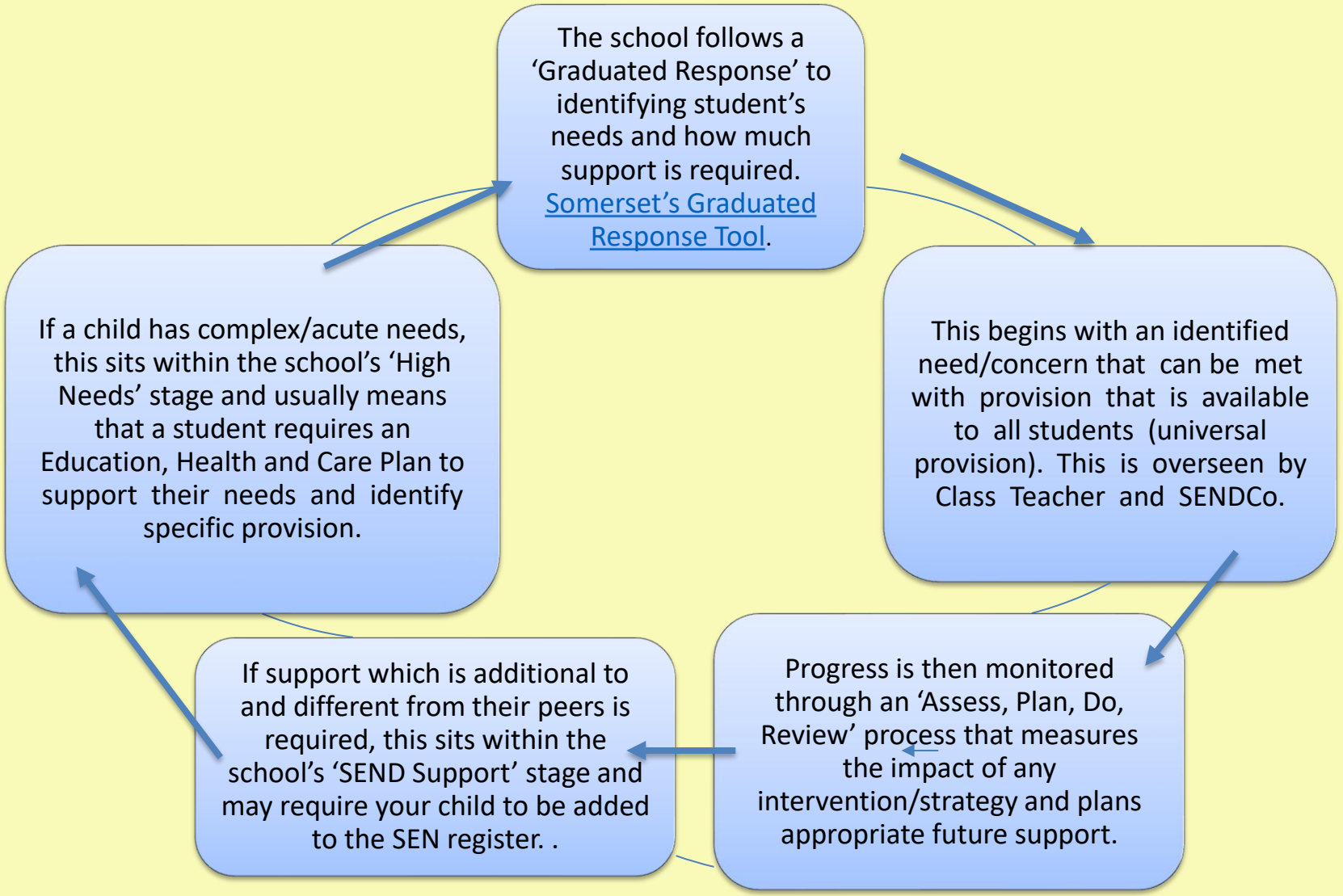
What specialist services are available to support my child?

Additional agencies which the school may approach for support include:

- *Educational Psychology Service (EPS)*
- *Child and Adolescent Mental Health Service (CAMHS)*
- *Children and Young People's Therapy Service (CYPTS) – includes services such as speech and language, occupational therapy*
- *Local authority advisory teachers – including the Virtual School, Early Years SENDCo as well as vision, hearing and physical impairment teams*

NHS
Somerset
NHS Foundation Trust

How will the School Support my Child and how much support is needed?

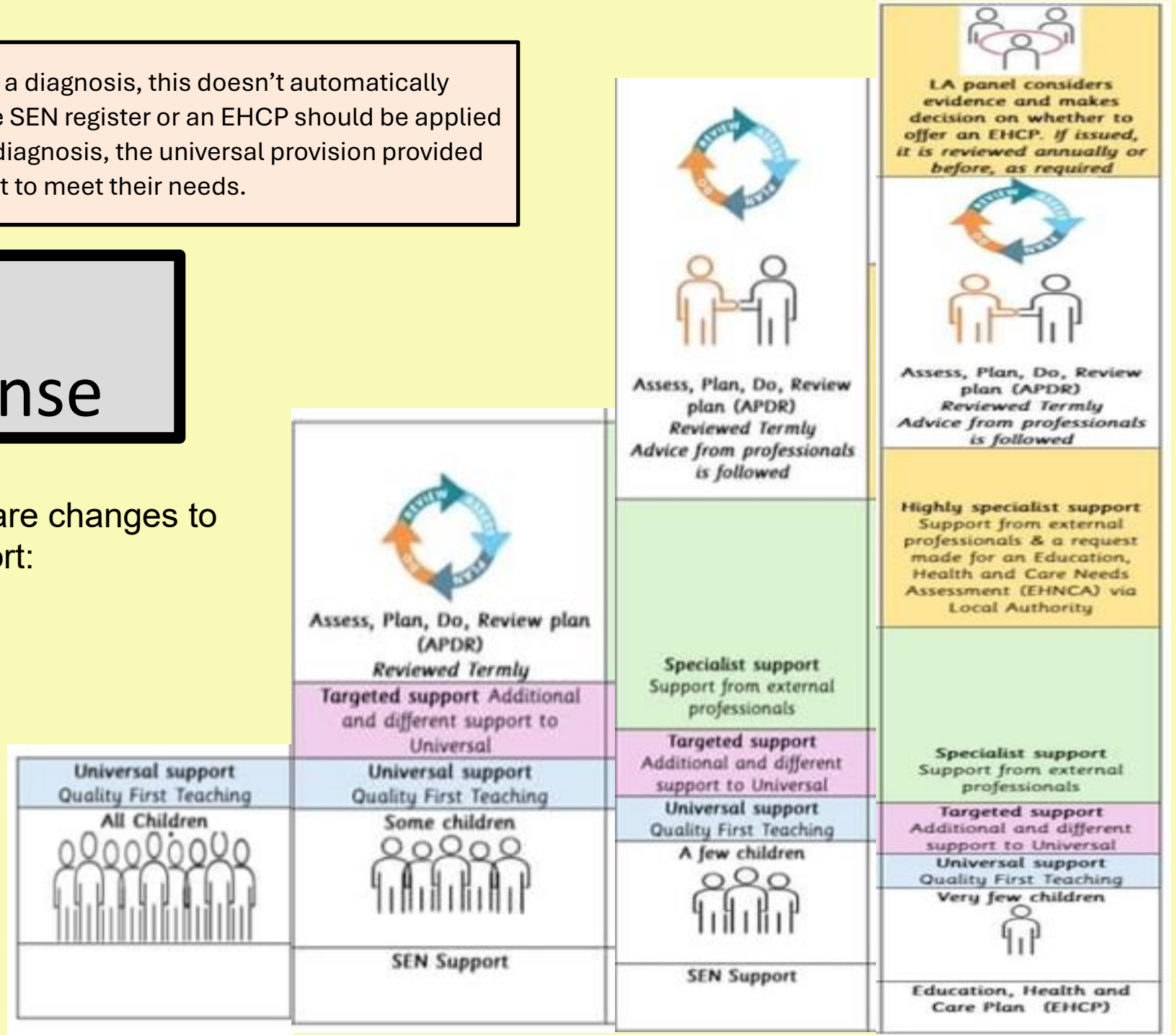


- **Please note:** if your child has a diagnosis, this doesn't automatically mean your child will be on the SEN register or an EHCP should be applied for. For some children with a diagnosis, the universal provision provided to the whole class is sufficient to meet their needs.

SEND
Graduated Response

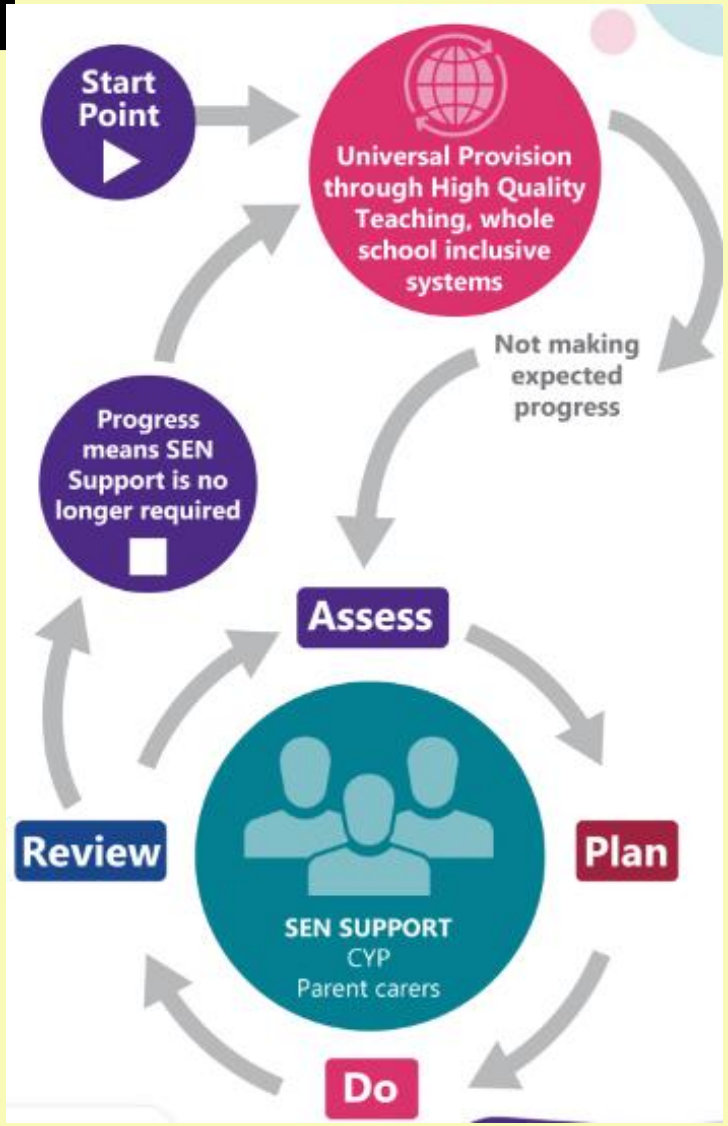
Following SEND reforms in 2026, there are changes to terminology within these stages of support:
Ordinarily Available Inclusive Practice
Targeted
Targeted plus
Specialist

This is a transition year with resources being developed in the coming months



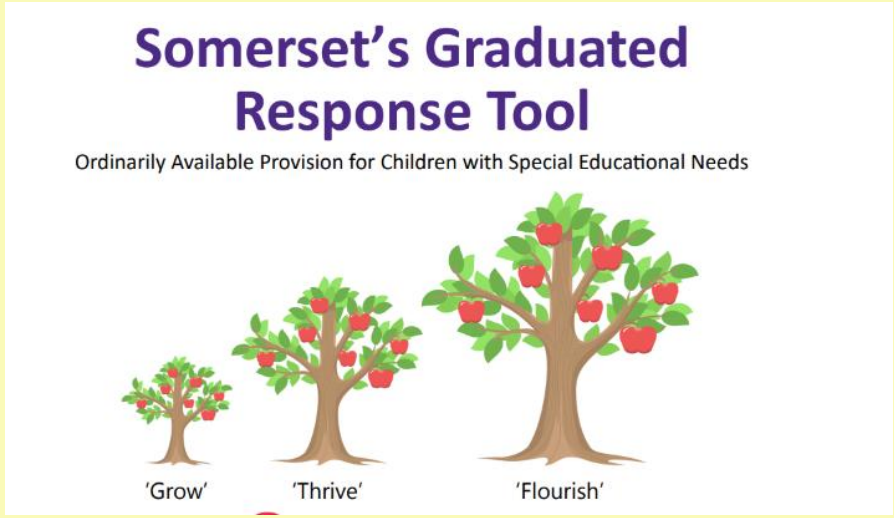
How will the school support my child?

- *School staff will support individuals at a level appropriate to their needs through high-quality teaching, use of inclusive strategies and differentiation/adaptation within the classroom.*
- *We aim to ensure the fullest possible access to the curriculum for all students and a Personalised Learning Plan (PLP) may be needed to share appropriate strategies with school staff to ensure this is able to happen. All children on the SEND register will have a PLP.*
- *The PLP will also be used to establish a small number of personal outcomes/aims and agreed actions for everyone involved, including the child. These will then inform staff's planning and focus support for each student.*



What provision is there for children at North Curry CofE Primary School?

- *There is a wide range of provision available at our school for students with SEND. This may include intervention support, adaptations to the curriculum, special equipment for example.*
- *We have a highly experienced member of staff who delivers a wide range of small group and 1:1 interventions as well as a team of highly experienced teaching assistants in classes, who support students based on their individual needs.*
- *Please see the Somerset Graduated Response Tool for more details of Universal and SEND support provision*
- *Somerset's Graduated Response Tool*



Please note:
The Graduated Response Tool has been under a period of review and a new version is now online, although 2026-27 is a test and review year

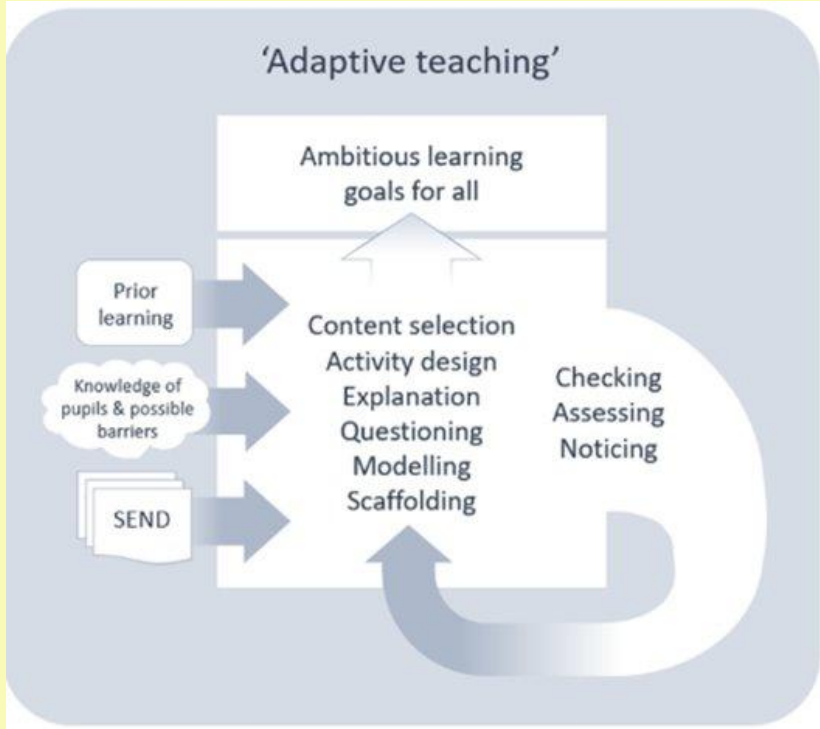
How will the school's approach be adapted to match my child's needs?

Most children will follow the same curriculum as their peers, with teachers adapting the lesson content to take account of your child's learning needs. Observation, marking and assessment inform teachers' planning to ensure all work is pitched at an appropriate level.

Support staff will help with your child's learning within the classroom through 1:1 or small group work.

Specific resources and strategies will be used to support your child individually or in groups.

Where appropriate we will offer a differentiated behaviour management plan for your child in line with professional advice.



What sort of support can my child expect at the different levels of support?

All pupils (ordinarily available inclusive practice) *examples: adapted outcomes; alternate recording methods, practical resources e.g. pencil grips, reading rulers, visual timetable, concrete resources, carefully considered seating, additional warnings/reminders, movement breaks*

Additional learning needs (ordinarily available inclusive practice and targeted support) *examples: class provision map, pre-teaching/over-learning, small group work, multi-sensory approach, precision teaching, differentiated resources, additional teacher input, access to other staff in school e.g. ELSA,*

Higher level learning needs (Your child will be under SEND support at school – all of the above and Targeted Plus) *examples: professional involvement, personalised support, intervention groups, regular review meetings, personal behaviour plan, catch up programmes, child added to the school's SEND register*

Complex learning needs (specialist provision) *examples: EHCP, 1:1 support, outside agency involvement*

How are resources allocated and matched to my child's needs?

At North Curry CofE Primary School, we look at each child as an individual and support them in a way which suits them. We have a wide range of practical resources available in school and teachers work with the child to find what works best for them.

Through pupil progress meetings, we decide on the best use of our teaching assistants, and HLTA in targeting those children who would most benefit from interventions.



How accessible is the school environment?

- *Most areas of the school are accessible, and we continue to improve our facilities by making the reasonable adjustments necessary to accommodate all our students.*
- *Timetables and rooming can be adjusted to enable full access to the curriculum.*
- *Please see the school's Accessibility Plan for more details available at:*

Policies - North Curry Primary School (northcurryschool.co.uk)



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

- *Students with SEND are supported and encouraged to be fully involved in all aspects of school life.*
- *Individual arrangements (and risk assessments if necessary) are planned in advance to ensure they can be appropriately included on trips, offsite activities and extra-curricular events.*
- *For those students unable to participate in the usual curriculum sporting activities, appropriate adaptions will be made to ensure that they can join their peers.*





How will my child and I be involved in decision making and planning for their education?

For parents/carers

- *Open evenings*
- *Meetings with class teachers*
- *Home visit - reception pupils only as part of transition*
- *Phone calls home*
- *Open door policy*
- *EHCP annual reviews*



For children:

- *Observations*
- *Pupil voice surveys*
- *1:1 conversations*
- *Through getting to know your child really well*

How will I know what progress my child is making?

- *Each term, teachers discuss the progress of the children in their class through pupil progress meetings (PPMs) with the SENDCo. This enables conversations to be had about any children who may not be making progress, and what can be done to support this.*
- *All students' progress is shared with parents through our two parents' evenings and one written report each school year.*
- *Students with SEND may also have:*

- Annual Review meetings (generally for students with an Education, Health and Care Plan)

- Interim progress meetings

- Personalised Learning Plan reviews

- Meetings with outside agencies

How will the school support my child during transition?

Coming into our school:

North Curry CofE School will be in touch with the nursery setting/previous school for information about your child. If necessary, a school entry planning meeting will be arranged with yourself as parents, the previous setting and any outside professionals involved with your child to look at their strengths and needs, and write some targets for your child's first couple of months in school. These targets will be reviewed within your child's first term in school.

The school offer transition afternoons in July for the new reception starters and the class teacher may make visits to see your child in their nursery setting as well as arrange home visits.

How will the school support my child during transition?

***Leaving our school**:*

Each secondary school has its own transition package to support children moving from year 6 to year 7. Most of the schools include visits of secondary school staff to North Curry to meet with the class teacher and SENDCo to discuss the pupils and perhaps observe pupils in class. The SENDCo shares all pupil information with the receiving school SEND team and may invite the SENDCo to attend annual reviews with parents.

Some secondary schools offer additional transition days to support our vulnerable pupils alongside the July transition days for all pupils. Schools may also offer summer school type provision for vulnerable pupils to get to know the school while it is quieter.

Huish Episcopi
PRIMARY SCHOOL

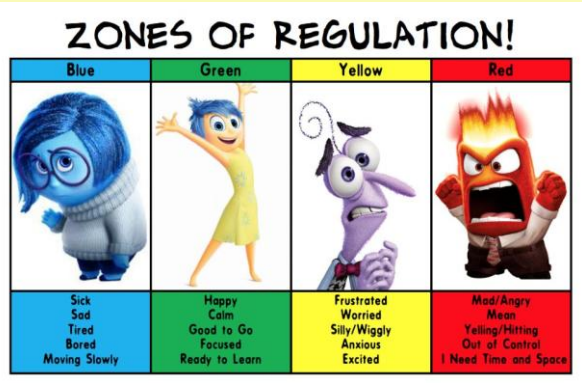


How does North Curry CofE School support mental health and wellbeing?

North Curry CofE Primary School is committed to the wellbeing of your child. We support our children's mental health and wellbeing through our curriculum and universal provision. Teaching and learning in this area encourages children to understand and explore their feelings, emotions and wellbeing.

We use the SCARF programme of study for our PSHE curriculum. Lessons are taught weekly and provides children with opportunities to discuss and identify how to look after and develop their own wellbeing. Please see our website for more information. PSHE-Curriculum-Intent-Statement.pdf (northcurryschool.co.uk)

We use 'Zones of Regulation' across the school, which helps children to identify their emotions and begin to learn strategies to support themselves when emotions get too big. As part of this, children 'check in' with their teachers in the mornings about how they are feeling, giving teachers an opportunity to put some support in straight away if necessary.



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

If you have concerns about your child's mental health and wellbeing, please speak to your child's class teacher in the first instance. There may be strategies that can be implemented in class to support their needs.

North Curry CofE Primary school is affiliated with MHST (Mental Health Support Team), who offer a range of whole school, year group or small group sessions. Individuals can also be referred to MHST by the school for some 1:1 support, but this would be in consultation with parents, if the child meets the criteria for the support offered.

Miss Littlechild is the school's Senior Mental Health Lead

MHST
MENTAL HEALTH SUPPORT TEAM
In partnership with Young Somerset & Somerset NHS Foundation Trust

Young Somerset

Who should I contact for more information or if I am concerned about my child?

- *Your child's class teacher should always be your first point of contact. They can then direct your concern to the right member of staff or escalate to the SENDCo if necessary.*

- *Jo Littlechild - SENDCo. She is a qualified teacher with more than 20 years' experience and holds the Postgraduate Certificate in Special Educational Needs Co-ordination. She is responsible for the day-to-day operation of the SEND policy.*

➢ *Email: sendco@nc.huish.education*

➢ *Phone: 01823 490423*

Please note, working day for the SENDCo is a Tuesday

How will the school advise me if they have concerns about my child?

- *If we have concerns about any aspect of your child's school life, the most appropriate member of staff will contact you. This may be your child's class teacher or a member of the school's Senior Leadership Team.*
- *Staff may also use other opportunities such as your child's school report or parents evening to let you know about any concerns.*
- *If appropriate, the 'Assess, Plan, Do, Review' process will be used as part of the school's 'Graduated Response' to identify what needs to change and put in place support/strategies to help make this happen.*
- *In line with the SEND Code of Practice, we will always inform parents/carers if special educational provision is being put in place for your child and they are being placed on the school's SEND register.*



What support does North Curry CofE School have for me as a parent of a child with SEND?

- *Your child's class teacher, ELSA and SENDCo will be happy to offer any support they can.*



- *We can also signpost and/or refer you to other specialist support services…*

Home (somersetsend.org.uk) SENDIAS

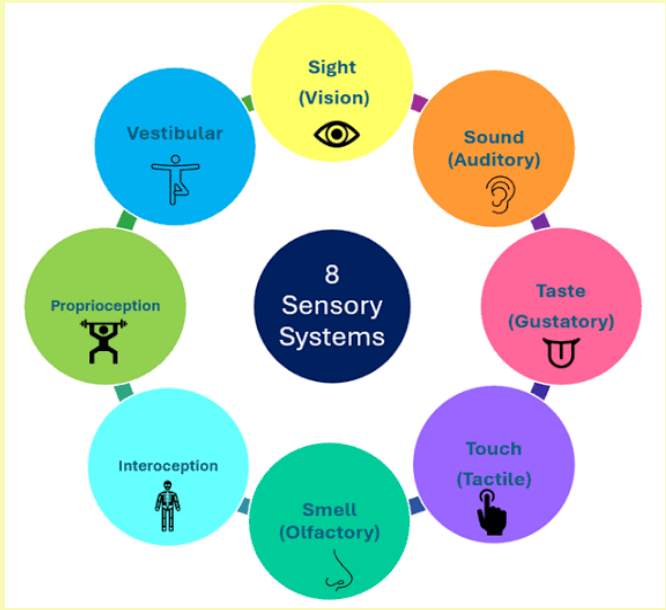
Somerset's SEND Local Offer The SEND Local Offer

Somerset Parent Carer Forum CIC Ltd (not for profit) company no. 10227489 Somerset's Parent Carer Forum

Family Intervention Service (somerset.gov.uk) FIS

Useful resources for parents… click on the images.

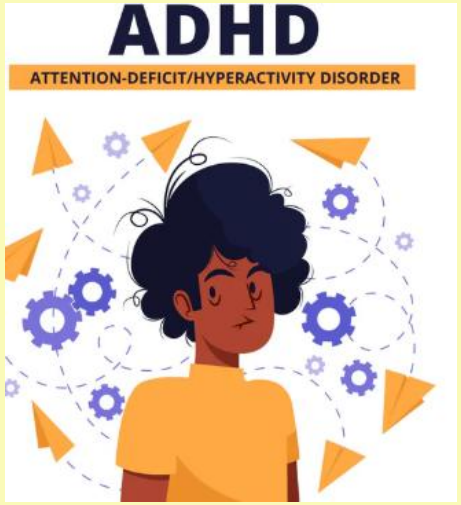












What should I do if I am not satisfied with a decision or what is happening?

- *Your first point of contact is always the person responsible – this may be your child's class teacher, the SENDCo, our Designated Safeguarding Lead or the Head Teacher.*
- *You are encouraged to speak to them first and explain your concerns.*
- *If you are not satisfied that your concern has been addressed, then please ask for the contact information for their line manager.*
- *If you still feel the issues are unresolved, then please follow the school's complaints procedure Policies - North Curry Primary School (northcurryschool.co.uk)*

- *If your concern is with the Local Authority, then please contact the Somerset Parent Carer Forum Somerset Parent Carer Forum CIC Ltd (not for profit) company no. 10227489 or the Special Educational Needs and Disability Information and Advice Service (SENDIAS) - Home (somersetsend.org.uk).*

Who has contributed to this report?

This report was presented to and approved by the school's Senior Leadership Team in October 2026

Helen Morley – Head teacher

Jo Littlechild - SENDCo

This report was presented to and approved by the school's Governing Body

Sharon Colwell- Chair of the Governing Body

Glossary of terms

ADHD(Attention Deficit Hyperactivity Disorder) A condition which can affect concentration, impulse control and activity levels.
ASC/ASD (Autism Spectrum Condition/Disorder) A neurodevelopmental condition that affects communication, social interaction and flexibility of thought.
Annual Review A yearly meeting to review the progress and needs of a pupil with an EHCP (see below), and to consider whether any changes are needed.
CAMHS (Child and Adolescent Mental Health Services) NHS services supporting children and young people with emotional, behavioural or mental health difficulties
Differentiation/Adaption Adapting teaching methods, tasks or resources to suit the individual needs of learners
EHCP (Education, Health and Care Plan) A legal document for children with significant and complex needs which sets out the support a child requires across education, health and social care.
EHCNA (Education, Health and Care Needs Assessment) The formal assessment process carried out by the local authority to determine whether a child or young person requires an EHCP.
EAL (English as an Additional Language) A term used to identify pupils for whom English is not the first language.
EPPLAC (Education and Personal Progress Plan for Looked After Children)
Graduated Response (APDR) A four-part cycle (Assess, Plan, Do, Review) used by schools to provide increasingly targeted support for children with SEND
Inclusion Ensuring all children, regardless of ability or need, are welcomed, valued and supported to fully take part in school life.
Intervention A specific programme of additional support, usually time limited, designed to help a child progress in a particular area
Occupational Therapy (OT) An NHS service which supports children who have difficulties with everyday physical tasks, such as handwriting, balance or coordination.
Personalised Learning Plan (PLP) A document which describes strengths and needs of children on the SEND register, as well as detailing their short-term targets and strategies which support them.
SALT (Speech and Language Therapy) An NHS service who support children with speech, language and communication difficulties.
SEMH (Social, Emotional and Mental Health) One of the 4 categories of SEND which describes children experiencing difficulties their mental health, emotions and/or behaviour.
SEN/SEND – Special Educational Needs/Special Educational Needs and Disabilities
SENDCo/SENCo (Special Educational Needs and Disabilities Coordinator) The teacher responsible for coordinating SEND support within a school
SEND Code of Practice The statutory guidance that schools and local authorities much follow in identifying and supporting children with SEND
SEND Register An internal school record which records the learning differences or disabilities of the children who require support in school which is additional to or different from their peers.
SEN/SEND Support The level of support provided for pupils with SEND who do not have an EHCP but who require additional help and support to meet their needs.
Sensory Processing Difficulties A term used to describe a child who struggles to interpret or respond appropriately to sensory information from more than one sensory system e.g. vision, hearing, touch, smell, taste
TAC/TAF (Team Around the Child/Family) A multi-agency approach to support a child and family's needs involving both the family and outside agencies