Three Saints Federation

Shepton Beauchamp Church School &

St Mary & St Peter's Church School

Together We Flourish

Special Educational Needs Offer

2025-26

1. What kind of Federation is Three Saints?

The Three Saints Federation is made up of two small friendly Church schools: St Mary & St Peter's Church School in Ilton and Shepton Beauchamp Church School. We support the Christian values of empathy, caring, thoughtfulness and respect, alongside a strong family ethos. Within the Three Saints Federation, we expect every one of our children to strive for the very best. High expectations of what our children can achieve, along with a commitment from each one of our staff to removing barriers that prevent them from fulfilling their full potential, underpin our approach. Being part of a federation means that we share a governing body, staff and resources across both schools. Each school maintains its own small village school identity but we are able to provide the resources of a much larger school.

2. What kind of school is St Mary and St Peter's Primary?

St Mary and St Peter's is a primary academy with 28 pupils on role. Regularly we take part in Federation days when we join together with the children from Shepton Beauchamp to enjoy learning under a common theme.

3. What kind of school is Shepton Beauchamp?

Shepton Beauchamp is a primary academy with 24 pupils on role. Regularly we take part in Federation days when we join together with the children from St Mary and St Peter's in Ilton to enjoy learning under a common theme.

4. **What Kind of special educational needs are currently provided for?**

Across our two schools, at present, there are 13 pupils on our special educational needs and disability (SEND) register. A range of needs are represented across all four areas of SEND outlined in the Code of Practice (Communication and Interaction; Cognition and learning; Social, Emotional and Mental Health; Sensory and/or physical needs).

5. **How do we identify children with SEND?**

The school's Special Educational Needs and Disability Co Ordinator, under the direction of the Head of School have overall responsibility for identifying children with SEND.

The SENDCO is Jo Best. Her work is monitored by the Head of School Kirsty Luffman and by Terry Gibson, Governor with a special interest in SEND.

The school offers an adaptive inclusive curriculum that is broad and balanced and available to all pupils. This includes whole school approaches to teaching and learning, tracking progress and managing behaviour. Through this Quality First Teaching approach most children are expected to make progress.

When deciding whether a child requires SEN support, information is gathered from a variety of sources and a range of procedures are in place to support this, including but not limited to:

- Lack of progress in curriculum areas; identified through regular Pupil Progress meetings when the teacher meets with the Head teacher and members of the leadership team to identify those children who are struggling to make progress
- Pupil Premium interventions not showing impact
- Baseline testing, KS1 results and progress data
- Listening to and following up concerns raised by parents, teachers or teaching assistants
- Pupil referrals
- Letters, reports and advice received from outside agencies, including information received when children join the school both in year and at transition points.

When concerns are raised by any of the above, the class teacher, and SENDCo meet to discuss provision already made through adjustments to Quality First Teaching. The school uses an 'Assess Plan Do Review Cycle' approach. Teachers will act on advice given regarding improving teaching strategies and approaches, and to developing their own

knowledge and understanding of the needs most frequently encountered at our schools. The Class Provision Map clearly shows what support and strategies are used.

Class teachers will carry out further information gathering when a pupil fails to make progress as a result of high quality teaching in class and shows signs of difficulty in some of the following areas:

- acquiring literacy and numeracy
- presenting persistent behaviour that causes concern
- emotional and social difficulties
- has sensory, physical, communication or interaction difficulties.

This will include information from parent carers, teacher assessments, observations, prior attainment and progress, national test data, and other information from both formative and informal assessments such as reading and spelling ages, and checklists. The Special Educational Needs coordinator (SENDCo) may carry out observations of the child in class or carry out some more specialist standardised assessments to add further information if required. Analysis of the findings by the class teacher, with the SENDCo, will form the basis of whether the child's needs indicate that he or she has a significantly greater difficulty in learning than would be expected for their age, i.e. a 'learning difficulty' (Code of Practice 2014) and therefore requires special educational provision.

Where a child is considered to be in need of provision that is additional to or different from teaching that has been targeted at his or her areas of difficulty, he or she will be considered to be in need of SEND support, and his or her name will be placed on our SEND register. Parents will always be informed in person when their child's name is added to our SEND register. Our SEND register is reviewed termly (or more often for individual pupils if required): it is a fluid document and we expect children to come off it as well as go onto it. At every stage, we are mindful of the need to distinguish carefully between those children with a special educational need, and those children who, for a range of reasons, have fallen behind in their learning. We are also aware that special educational needs can occur across the range of intellectual abilities: high academic achievement does not necessarily preclude learning difficulty.

6. Who supports children with SEND in our schools?

All teachers are teachers of children with SEND and their progress and achievement remain the responsibility of his or her main class teacher. However, the following member of staff may be particularly involved in supporting children with SEND:

- Jo Best

Many of our staff are highly trained and offer specialised support in the following areas:

- Autism
- Specialised SEN Assistant
- Individualised Literacy Intervention
- Trauma
- Attachment disorder
- Medical needs
- Speech and language therapy

7. How do we ensure that children with SEND receive the highest quality provision that meets their needs?

The class teacher, parent carers, SENDCo and outside specialist agencies, if required, will work collaboratively with the child to develop an SEN Support Plan. The SEN Support Plan is in addition to the Provision Map which will already have been in place, as it shows clearly the provision that is additional to and different from the provision normally available to a child of a similar age.

The SEND Support Plan will include;

- information on the child's strengths and difficulties
- targets, including what the child needs to learn and achieve in order to make progress
- what the child needs to do to ensure they achieve their targets
- information about who will help them to achieve it with information on how and when this will happen.

The SENDCo may support staff with writing the SEN Support Plan, and offer advice and guidance on resources, strategies and its implementation.

8. How does the school assess and review the progress of pupils with SEND?

The SEN Support Plan will form part of the normal process of Assess Plan Do Review cycle in school but will be more outcomes focussed, i.e. a time frame will be applied to the support plan.

It is expected that class teachers will monitor progress of the child and review the support plan in collaboration with the child and parent carers as soon as is needed, but at least three times a year. The SENDCo and outside specialists may be involved if required.

Following a review, and in collaboration with the child and parent carers, a new plan will be agreed if necessary. New targets will include what the child needs to learn and achieve in order to make progress, what they need to do to ensure they achieve it, who will be helping them to achieve it, what help will be provided, and how and when this will happen.

In the summer term a SEND Review Meeting will be held in order to review progress and achievement made during the year, to identify any new needs and to plan for transition into the next school year. It is statutory requirement that children with either a Statement of Special Educational Needs or an Education and Healthcare Plan have Annual Reviews as part of the Assess Plan Do Review cycle, but our school recognises that those children with lower level needs also benefit from an end of year review.

The Review Meetings will be led by the SENDCo in collaboration with the current class teacher and new class teacher, support staff, new SENDCo from the next school, if appropriate and outside specialists if required, parent and carers, and the child.

In addition to this the Headteacher and SENDCo collect and evaluate progress and attainment data for children in our school with SEND. This is reported to the governing body.

9. How do the schools evaluate the effectiveness of its provision for SEN pupils?

The school regularly monitors and evaluates the effectiveness of its practice and the quality of the provision offered to all our pupils. The governors, Headteacher and senior leaders contribute to this process of self-evaluation at least annually.

This is carried out by:

- regular sampling of pupils views through the Assess Plan Do Review Cycle,
- learning walks and lesson observations,
- analysis of progress and achievement data
- impact and quality of intervention
- regular monitoring by senior leaders and governors.

The SENDCo is part of the senior leadership team and as such has responsibility, with the head teacher and SEND Governor, for monitoring and evaluating the effectiveness of practices for children with SEND. The SENDCo, in collaboration with the SEND Governor draws up an SEND Improvement Plan linked to the whole School Development Plan, which drives forward improvements in effective practice and quality of provision for our children with SEND.

10. What additional support for learning is available for pupils with SEND?

In our schools we are able to provide a variety of learning support opportunities for our children. In addition to the high quality, accessible, class teaching we are able to offer our pupils with SEN specific targeted support. These include:

- evidence based individualised literacy and maths interventions
- individual or small group social skills groups
- group interventions for supporting children with mobility and coordination difficulties

11. What additional activities are available for pupils with SEND?

Pupils with SEND are positively encouraged to take up the additional activities that are provided such as after school clubs. In class, pupils with SEND have work adapted for them that meet their need. These are often, but not always, practical and multi-sensory and planned carefully by the class teacher so that learning can take place within the same peer group. Pupils with SEND have the opportunity to use games, puppets, practical maths equipment, Ipad apps, and much more in class and as part of their individual support programme.

12. What support is available for improving the emotional and social development of pupils with SEND?

Our schools are able to offer support for children with social and emotional needs by ensuring high Quality First Teaching and individualised intervention where required. Where children require highly individualised support, advice is gained from our advisory teacher from the Local Authority's Social Emotional and Mental Health Support team. Support in this area might include a named or key worker, individual teaching of recognising and managing feelings and nurture group activities.

13. How will the necessary training and expertise continue to be secured?

The schools ongoing self-evaluation and staff appraisal contributes to identifying and prioritising training. A training log is kept and training opportunities offered by the local authority arranged according to the needs of our pupils and the SEND Improvement Plan.

14. How will appropriate equipment and facilities continue to be secured?

The schools SENDCo and leadership team ensure that appropriate equipment and resources are available to support children's needs. The school uses the delegated school budget and additional top up funding, if available, to purchase any equipment

needed. The annual review process allows the school to identify equipment and facilities that need updating or are needed.

15. **What are the schools arrangements for consulting with parent carers of children with SEND and involving them in the education of their child?**

Across the schools, the SENDCo offers weekly drop-in sessions specifically aimed at parents of children with SEND where there are opportunities to discuss any issues relating to their children. Class teachers also meet regularly with parents of children with SEND and especially when individual support programmes are planned and evaluated. Each year parents are invited to an annual review of their child's progress and achievements.

16. **What are the arrangements for involving children with SEND in their own learning?**

Our schools encourage children to be involved with their own learning and our support plans are designed to include the child's interests and views as much as possible. Staff discuss with the child their areas of difficulty and strength at an appropriate level and encourage the child to take responsibility for looking after their support plan.

17. **What arrangements are made by the Governing body to deal with complaints from parents of children with SEN about their teaching of their child?**

Decisions about provision for children and young people with SEN or disabilities should be made jointly by providers, parents and children and young people themselves, taking a person-centred approach. If you are not satisfied with these decisions, steps will be taken to resolve differences. Such is our partnership with the children and parents; we would hope that all concerns would be dealt with at an early stage. There are regular drop-in sessions where parents can discuss their children's education and progress.

18. **How does the school involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and supporting their families?**

The schools works closely with outside support agencies including local authority support teams such as:

- Learning Support Services
- Educational Psychology Support Service
- Advisory Teachers for SEN/ICT

- Behaviour Support Team
- Dyslexia Outreach Support
- Autism and Communication Support Service

The schools also work closely with NHS community health teams including:

- Speech and Language Therapy
- Occupational Therapy
- Community Nurse Team
- Child and Adult Mental Health Service (CAMHS)
- Hearing Impairment Support Team
- Visual Impairment Support Team

19. How do the schools support pupils with SEN when they transfer to another school?

Our schools recognise that this can be a challenging time for parent carers so planning for transition is a key part of our Assess Plan Do Review Cycle. The SENDCo takes the lead in liaising with the school which the child will move to and plans for transition visits, sharing accurate up to date information and sending on paper and electronic notes and files. This process is most beneficial if as much notice as possible is given prior to the child moving schools.

20. Where can parents find out more about SEND in Somerset?

Somerset's Local Authority Local Offer provides information on the services available for children and young people with Special Educational Needs and Disabilities (SEND) aged between 0 to 25 and how to access them. This can be viewed at:

http://www.somersetchoices.org.uk

You can also find useful advice from:

- Somerset's Parent Carer forum http://www.somersetpcf.org.uk This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Somerset Local Authority, education, health and other providers to make sure the services they plan and deliver, meet the needs of disabled children and their families.
- Special Education Needs and Disability Information, Advice and Support www.somersetsend.org.uk