# The Three Saints SEND Information Report 2025

*"That they may have life, life in all its fullness" John 10:10 Our core value that underpins all our work is: "Together we flourish."*

This report is to inform you of the types of support available to your child at The Three Saints Federation.

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 https://threesaintsfederation.co.uk/ 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 Joanne Best

Contact Details: Tel: 01460 52574 School Website: https://threesaintsfederation.co.uk/

The Three Saints Federation 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:

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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 of hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

(DfE SEN Code of Practice 2014)

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.

# The Levels of Support offered by the School

Your child's education will be overseen by the Class Teacher within both of the schools, St Mary and St Peter's Church School and Shepton Beauchamp Church School. Teachers oversee, plan and work with each child with additional needs in the class to ensure that progress is being made. Our SENDCo coordinates all the support and progress of any child requiring additional needs across the school. There may be a Learning Support Assistant (LSA) working with your child in the school either individually or as part of a group. If this is above the normal support given in the class, these sessions will be explained by the class teacher to the Parents/Carers when the support starts, which may be during a Parents' Evening or at the end of the school day. Additionally, there will be review meetings where the child, parent and teacher set and review targets for the term ahead.

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.

## How will school staff support my child?

Somerset Graduated Response Tool

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 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: Somerset's Graduated Response Tool

## How do we identify children with special educational needs?

All children at The Three Saints Federation are monitored closely by their Class Teachers. This is done through regular monitoring and assessment and termly Pupil Progress Meetings to discuss individual needs and progress.

We have a graduated response to identifying children with needs. This means that there are 3 different levels of support (explained above) depending on the child's needs and progress.

Initially, Level 1 and Level 2 is support that is given by the class teacher and a teaching assistant to ensure needs are being met within the class. If the Class Teacher feels the child still isn't making the required progress, they will discuss these concerns with the Special Education Needs & Disabilities Co-ordinator (SENDCo). This is Level 3 support.

If parents or carers have any concerns, they should initially raise these with the class teacher. The class teacher will provide advice about how to support your child with their learning and if any further support is needed, then they will ask the SENDCo for further advice. An appointment with the class teacher or the SENDCo can be made at the school office or by emailing: office@threesaints.bwmat.org

| Whole school approaches The universal offer to all children | Additional, targeted SEN support and provision | Specialist, individualised support and provision for high needs |
|---|---|---|
| • children's progress is monitored and assessed regularly through teacher assessment, Assessment for Learning and termly Pupil Progress Meetings.<br>• Lessons are differentiated to meet the needs of all pupils | • The class teacher has identified that a child is not making the progress expected and decides that some extra support is needed.<br>• Small group or one to one interventions are used to practise key skills and target areas for development. | • The SENDCo carries out individual assessments.<br>• The SENDCo observes the child in class and discusses any difficulties with the class teacher and parents.<br>• The SENDCo and child's parents completes a referral to outside agencies to provide support and advice.<br>• A SEN Support Plan is drawn up with targets to meet the needs of the child. |

## How will the curriculum be matched to my child's needs?

Teachers at The Three Saints Federation 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** |
|---|---|---|
| • Quality First Teaching (QFT) that is differentiated to meet the needs of all children in the class.<br>• targeted support within the classroom<br>• Pupil Progress Meetings monitor the progress of all children. | • Intervention that is targeted to meet a specific area of learning. a baseline is collected, and data is then collected halfway through the intervention to check impact. When the intervention has been completed, end data is gathered to ascertain the impact of the intervention. | • targeted intervention is carried out on a 1:1 basis which is planned from advice given by outside agencies that have assessed and observed your child.<br>• The SENDCo coordinates with outside agencies for assessment, advice and intervention support. |

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

Children on the school SEN Register are identified as having a special educational need. This means that the child requires some support that is different from or additional to the class. In order to keep track of the additional support, the child has a SEN Support Plan which is called a Pupil Passport this document identifies specific teaching and learning strategies, resources that may be useful and individual targets based on additional provision.

Children on the SEN Register usually have support from outside agencies such as Learning Support Services, Educational Psychology, Speech and Language therapists, Vision support or Occupational Therapy. These agencies provide school and parents with additional advice and individual actions for the child. This additional support will be reviewed at termly Assess, Plan, Do, Review meetings. Some children have access to higher needs funding as their needs are deemed to be at a level that requires specialist intervention which the school has to provide. In some cases, Learning Support are used to support these children for certain lessons or parts of the day. The

role of the Learning Support Assistant is to support learning and to encourage children to understand and develop their own styles of learning, not to do complete the work for them.

| 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<br>• 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.<br>• After meeting with the parents and class teacher child is placed on the SEN Register depending on the level of additional need.<br>• 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.<br>• Higher needs interventions on a 1:1 basis.<br>• Outside agencies are consulted for assessment, advice, and targets.<br>• 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?

In addition to support received for academic subjects, there is a range of pastoral support available. We run sessions to help children express their feelings and also run an ELSA intervention which helps children manage their emotions. There are social skills groups to help those that find communication difficult and there is always the opportunity for any child to talk with a trained adult over any concerns and anxieties.

If you would like support at home, you can request to be referred to a Parent and Family Support Advisor (PFSA), who work with children and families. Specific support plans will be put into place for children experiencing difficulties managing their emotions and those needing medical support or intimate care. All children have access to a trusted adult who they can talk to and children's views are always taken into account when planning interventions to support them. Each intervention will look different, depending on the needs of the child.

| 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.<br>• Social Skills groups are run to support children with communication or anxiety difficulties.<br>• Safe spaces are in place within the school to provide children with a space that they can go to if needed.<br>• Talkabout<br>• Talkboost<br>• Sensory tents | • PFSA support<br>• ELSA |

## What type of provision is available to pupils with SEND?

All of the pupils who attend the Three Saints Federation receive Quality First Teaching through differentiated lessons and pupils are closely monitored in terms of progress and attainment. Pupils with SEND receive a SEN Support Plan (Pupil Passport) to target specific areas of their learning where difficulties arise. The SENDCo consults with class teachers and parents to ensure that the best support for your child is given using targeted interventions delivered at SEN Support and 3 levels. Outside agencies are called upon for assessments, advice and support. They are invited to attend TAF meetings (Team Around the Family) and children in receipt of an EHCP will also have Annual Reviews – a yearly meeting between the child's parents, teacher, SENDCo and Learning Support Assistant(s). Any outside agencies that are involved with the child's SEN Support will also be invited to this meeting.

At The Three Saints Federation, there are children with a variety of special educational needs. These fall into the four categories of need as described in the SEN Code of Practice for schools:

**Cognition and Learning**

Children with cognition and learning difficulties may learn at a slower pace than their peers, even with provided with Quality First teaching that is differentiated appropriately. Some children will need additional support with certain aspects of learning such as spelling, reading or Maths. They may have difficulty in organising themselves or their work, or poor working memories and need support in remembering a sequence of instructions. Other children may have complex learning difficulties that require specific targeted support from outside agencies.

**Language and Communication**

Children with speech, language and communication needs have difficulty in communicating with others which makes it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Children and young people with an Autistic Spectrum Disorder diagnosis, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

**Social, Emotional and Mental Health**

Children may experience a wide range of social, emotional and mental health difficulties which present themselves in many ways. We work with children who are withdrawn, disruptive, have a lack of concentration or have immature social skills. They may behave in ways that make learning more difficult which can have a negative impact on their health and wellbeing. SEMH difficulties include Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

**Sensory and/or Physical Needs**

Some children have visual, hearing or physical disabilities which prevents them from accessing the educational facilities provided. Most of these children require specialist support and equipment to access the opportunities available to their peers.

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

The Three Saints Federation has some children with visual impairments. On the playground, there are a variety of brightly painted designs to follow and play on. For those children with Social, Emotional and Mental Health difficulties that require a quiet, safe place when they are feeling heightened, then a support tent can be provided or separate safe space within the school buildings. Within the school grounds, there are large spaces, raised beds for vegetables and quieter seating areas outside. This provision is ideal for those children with SEMH difficulties who need a break from the confines of a classroom at times of distress. If you feel reasonable adjustments would need to be made for your child, please speak to us regarding appropriate adaptations. All children have the right to access class trips, wherever it is safe for them to do so, and we would work with the parents and the child to ensure that appropriate provision is in place.

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|---|---|---|
| • Main entrance / school office accessible by sloped entrance off the parking area.<br>• Classrooms are all accessible from inside the building via the main entrance.<br>• Outdoor areas for learning accessible by all children. | • Classroom tables very in height according to the age of the children. Those children who require a different table height can be accommodated in the classroom.<br>• Writing slopes are available to those children with motor skills difficulties.<br>• Blackout tent is available and can be placed wherever it is required for children with SEMH difficulties.<br>• 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.

The Three Saints Federation currently uses Arbor as a method of recording the progress of every child and from this, teachers can plan lessons that are tailored to meet the needs of the children in their class. This may be as a whole class, small groups working with an adult, or an intervention designed to close a gap in a child's learning.

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|---|---|---|
| • Parents Evenings occur twice a year and parents are encouraged to attend to discuss the progress of their child/children.<br>• Teachers are happy for parents to make appointments to discuss the progress of a child after school.<br>• 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.<br>• 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<br>• Early Help Assessment may be carried out to invite outside agencies to become involved in a child's special educational needs.<br>• TAF meetings for outside agencies' involvement<br>• 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 The Three Saints Federation 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.

## 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: 01460 52574 School Office Email: office@threesaints.bwmat.org

This SEN Information Report was made in conjunction with the SENDCo, Headteacher and the SEN Governor. It will be reviewed in September 2026.