

Special educational needs (SEN) information report

Somerford Primary School



Approved by:

Somerford Board of
Governors

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Contents

Contents	2
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEN?	5
4. How will the school know if my child needs SEN support?	5
5. How will the school measure my child's progress?	6
6. How will I be involved in decisions made about my child's education?	7
7. How will my child be involved in decisions made about their education?	7
8. How will the school adapt its teaching for my child?	8
9. How will the school evaluate whether the support in place is helping my child?	9
10. How will the school resources be secured for my child?	10
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN? ..	10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	10
13. How does the school support pupils with disabilities?	10
14. How will the school support my child's mental health and emotional and social development?	11
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	11
16. What support is in place for looked-after and previously looked-after children with SEN?	11
17. What should I do if I have a complaint about my child's SEN support?	12
18. What support is available for me and my family?	12
19. Glossary	13

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.somerford.dorset.sch.uk/school-policies/>.

You can ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report, or please speak to Mr Thorne, SENCO.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Luke Thorne.

He has 6 years' experience in this role and is a qualified teacher. He worked in specialist education settings 14 years, 6 of which were as Assistant Headteacher in Specialist Provision. Mr Thorne has attended relevant training including, local school SENCO networks and SEN Leadership Network meetings run by the Linwood Teaching School team.

He achieved the National Award in Special Educational Needs Co-ordination in November 2021

Mr Thorne has extensive knowledge of how learning difficulties can present in the classroom and is able to offer support and guidance to pupils, their families and the class team working with the child to help improve their outcomes with regards to learning. He has taught in specialist settings where children with Autism, Speech and Language Disorders, Moderate & Severe Learning Difficulties, Social & Emotional Mental Health Needs, as well chromosomal disorders including, Down's Syndrome, Prader Willi Syndrome, Fragile X Syndrome, Foetal Alcohol Syndrome and Smith Magenis Syndrome were on roll. As such, he has significant experience in the area of Special Educational Needs and is able to offer his support and experience to

families and our staff team. He has also used this experience to support the Autism Outreach offer by Linwood School from the Autism Education Trust.

He is a qualified Thrive Practitioner and has held this qualification since 2014. He undertakes annual training to maintain his license and uses this to help provide therapeutic support to children in class. The Thrive Approach can also support families at home and Mr Thorne welcomes families to work with him to help their children with their emotional needs, if the Thrive Approach is deemed the right intervention for this.

He is allocated 5 days a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. The teachers have regular updates to SEN difficulties, such as Dyslexia, Dyscalculia, Autism and Attachment Disorder. A rolling programme of training is delivered in-house. Somerford Staff are also able to access the outreach training services offered by BCP Council and regularly use these services to help upskill teachers with regards to SEND.

Teaching assistants (TAs)

We have a team of 15 TAs, who are trained to deliver SEN provision. Our teaching assistants are trained to deliver interventions such as Read, Write, Inc, Dynamic Assessment of Numeracy Skills, Learn to Move and Thrive.

In the last academic year, TAs have been trained in Read, Write, Inc.; Dyslexia Screening, Dyscalculia Screening, Learn to Move, Thrive.

Pastoral Support Team

Our Pastoral Lead is Lucy MacMillan, who works Monday to Thursday and is available to provide support and guidance to families regarding difficulties they may be experiencing at home with their child. Should you need help with children's routines, behaviour or their mental health, families can arrange to meet Ms MacMillan through the school office.

Christina Rousseau is employed by our school to provide Psychotherapy to those children who require such an intervention 1½ days a week. If your child needs such support, Mr Thorne and/or Mrs MacMillan will have discussed this with you and provided support previously, either from Mrs MacMillan or Mr Thorne directly.

Mandy Miles is employed to provide therapeutic support via the Thrive Approach under Mr Thorne's direction 3 afternoons a week. She also provides lunchtime therapeutic support and runs a sibling support group for children who have brothers or sisters with SEND. Mrs Miles has undertaken ELSA training and has significant experience supporting children with their emotional needs.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

Speech and language therapists

Educational psychologists

Occupational therapists

GPs or paediatricians

School nurses

- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other local authority (LA)-provided support services
- › Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Families can speak with teachers via class email and at parents evenings. They can also arrange meetings whenever needed during term-time

They will pass the message on to our SENCO, [Luke Thorne], who will be in touch to discuss your concerns.

You can also contact the SENCO via the school office by phone or email, if the teacher suggests this is needed.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include [difficulties making progress against age related expectations in reading, writing or number work. It could also include difficulties with communication, social interaction or sensory processing difficulties.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

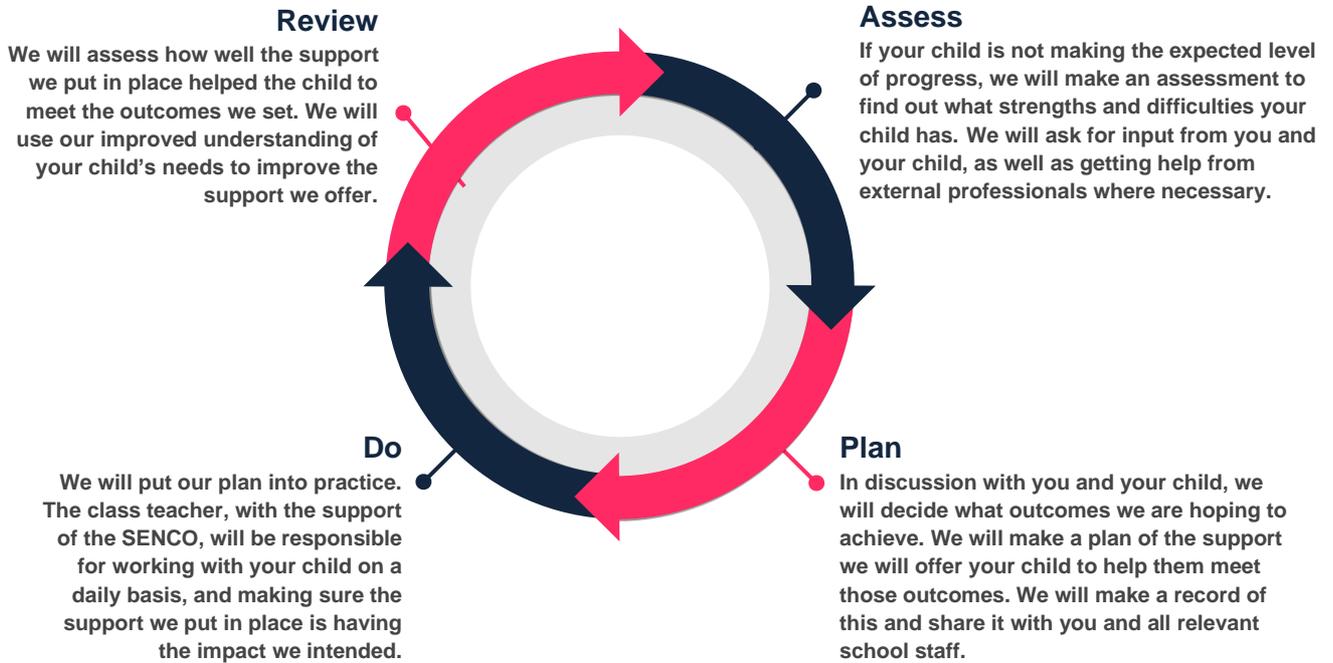
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class/form teacher will meet you 3 times a year, to:

Set clear outcomes for your child's progress

- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via class email or through the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Teaching assistants will support pupils on a 1-to-1 basis when an individual child requires specific support in class. This may be on an ad hoc basis, as decided by the class teacher, or if a child has this specific provision named within their EHC plan (where appropriate).

Teaching assistants will support pupils in small groups when asked by the class teacher, or as part of a specific intervention group.

We may also provide the following interventions:

Area of need	Condition	How we support these pupils
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Sensory Circuits
	Speech and language difficulties	NELI Read, Write, Inc. Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Standing Desk
	Moderate learning difficulties	Individual Support Plan
	Severe learning difficulties	EHCP and or Individual Support Plan

Social, emotional and mental health	ADHD, ADD	Quiet workstation Sensory Room Sensory Boxes Sensory Circuits
	Adverse childhood experiences and/or mental health issues	Thrive Approach Psychotherapy Mental Health in Schools Team CAMHS Victim Support Social Care Services
Sensory and/or physical	Hearing impairment	As per advice from Hearing Support Service Sound boards in classes
	Visual impairment	Limiting classroom displays As per advice from Visual Support Service
	Multi-sensory impairment	Sensory Circuits Occupational Therapy Advice
	Physical impairment	Sensory Circuits Occupational Therapy Advice

These interventions are part of our contribution to BCP's local offer.

For children who have significant need and where appropriate, they may spend time in our Forest Den provision. The Forest Den is a bespoke learning environment, designed to support those pupils at Somerford Primary School who find learning in a busy, mainstream classroom overwhelming or to challenging at certain points of the day. If a child requires this bespoke provision, then it will be discussed with you by the child's class teacher and agreed with the school Senior Leadership Team. The child will then have specific times allocated to their school day to access this provision.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions at least termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Implementing Individual Support Plans and reviewing these at least 3 times a year
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip. We work closely with families to ensure that any SEND is considered and does not prevent your child from joining in with these important parts of our school curriculum.

All pupils are encouraged to take part in sports day, school plays and all class activities which are run by outside groups.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our school uses the BCP Admissions Service to manage all admissions. Should there be an issue whereby you feel your child has been unfairly treated and excluded from being admitted to our school because of their SEN or disability, then please do contact the school. Mr Thorne will be happy to speak with a family about these difficulties and where possible, look to support the family to appeal any decision made. As the decision making process is held with the BCP Admissions Team, any dispute will need to be taken up with the local authority. Please use the following link to the admissions team, should you need it:

<https://www.bcpCouncil.gov.uk/schools-and-learning/school-admissions>

13. How does the school support pupils with disabilities?

- Please see our accessibility plan to see how we support families

<https://www.somerford.dorset.sch.uk/wp-content/uploads/2026/01/Accessibility-Sept-2025-2028.pdf>

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to be part of the school council
- › Pupils with SEN are also encouraged to be part of sport leadership team in Year 5 or 6 to promote teamwork/building friendships
- › We provide extra pastoral support for listening to the views of pupils with SEN by working with Mr Thorne, Mrs MacMillan or a teaching assistant
- › We run a nurture club for pupils who need extra support with social or emotional development
- › We have a 'zero tolerance' approach to bullying. Please read our Bullying Policy to see how we prevent bullying in the school. The policy can be found here:

https://www.somerford.dorset.sch.uk/wp-content/uploads/2026/01/Anti_Bullying_Policy_25-26-1.pdf

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term
- › If needed, a social story will be written for your child
- › Further transition plans can be made upon agreement between Mr Thorne and the child's family

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- › Meeting the Year Group Leader from their chosen secondary school
- › Visiting their chosen secondary school
- › Further transition events are planned for small groups and individuals dependent upon need

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Frampton will work with Mr Thorne, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will

make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

We hope that your child will have a happy and successful learning experience at Somerford Primary School. The child's needs come first at our school and we hope that by ensuring this is the case, that difficulties can be overcome. However, we understand that at times problems and difficulties arise and hope that should they do so, that you will raise them to the class teacher and allow us the opportunity to rectify the issue. The link between home and the class teacher is vital to ensure that we can act in a timely and appropriate way.

Should you not be able to solve an issue regarding the SEN provision being made for your child with the class teacher, then you are welcome to arrange to meet with the SENCO by making an appointment with the school office. The SENCO will then contact you to gain a better understanding of the problem and then speak with the class team. It is hoped that this will then resolve the matter and a plan can be agreed upon to move forward and ensure that the matter is addressed.

If however, you feel that the matter has not been dealt with in a manner you feel is either appropriate or fit, then you are entitled to submit a complaint. Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

Please see our school complaints policy to see how to raise a complaint about SEN provision in our school.

Our complaints policy can be found here:

<https://www.somerford.dorset.sch.uk/wp-content/uploads/2025/11/Complaints-Policy.pdf>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Please use the following link to find out more regarding the mediation process:

<https://www.fid.bcpCouncil.gov.uk/send-local-offer/information/graduated-response-and-education-health-and-care-plans/mediation>

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at BCP's local offer. BCP publishes information about the local offer on their website:

<https://www.fid.bcpCouncil.gov.uk/send-local-offer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://sendiass4bcp.org/>

Local charities that offer information and support to families of children with SEN can be found on the SENDIASS website:

<https://sendiass4bcp.org/support/useful-links/#localinfo>

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages