SEN Information Report

2026

ICPS Intent Statement

We are a values led school and are driven by our mission statement ‘Child Centred Learning in the Heart of the Community’. With this in mind for all children, especially our SEN children, we will:

- Promote **equity**, ensuring that children have what they need in order to achieve
- **Believe** that all children can be the best that they can be
- Encourage **curiosity** in their learning
- Promote **bravery**, encouraging a ‘have a go’ attitude
- Offer **kindness**, recognising that learning can be tricky
- Promote **aspiration** by broadening the children’s horizons

We aim to remove barriers to learning by giving our SEN children the time and support that they need. As a school we recognise parents as their child’s first educator and seek to work together in order to meet their needs.

Definition of Special Educational Needs & Disabilities (SEND)

According to the SEND Code of Practice, 2014 on page 4

- ‘A child or young person has SEN (Special Educational Needs) if they have 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:
- have a ***significantly greater difficulty*** in learning ***than the majority*** of others of the same age; or
- have a disability which ***prevents or hinders them from making use of educational facilities*** of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

This is reflective of children from the age of 0 - 25 years.

Areas of Need

The SEN Code of Practice identifies 4 areas of need:

- **Communication and Interaction Needs** – includes speech, language and communication needs as well as social communication and Autism.
- **Cognition and Learning Needs** - included dyslexia
- **Social, Emotional and Mental Health Needs**
- **Sensory and / or Physical Needs**

School will identify a primary area of need and often secondary areas of need that co-concur.

Who is responsible for SEND?

- **Everyone** who works at school is responsible for meeting the SEND needs of our children
- Contact your child's class teacher to raise initial concerns and discuss on-going in class provision
- Or contact the SENCo, Mrs Louise King on 01935 840568 or via e-mail at office@ilchester.ppat365.org for any other concerns.

If you think your child has SEND needs

You or your child's teacher are concerned that your child has SEN needs

Speak to your child's class teacher or class teacher will speak to you

Class teacher will monitor the concern and feedback. There will likely be some adaptations to universal provision at this stage.

Despite your initial conversation you or the teacher are still concerned about their SEN need and adaptations to universal provision are not yet working.

Speak to your child's class teacher again about your concerns or teacher will speak to you. Talk about what has happened so far and the concerns that remain.

Class teacher to review universal provision and make further adaptations. Feedback to parents and monitor.

Despite a number of conversations and adaptations to the universal provision concerns remain for both the teacher and parents relating to the child's progress. Class teacher talks to SENCo who observes the child in class and together they agree SEN support interventions for the child to access.

Class teacher reviews SEN support and child's progress.
If no further concerns remain the child returns to universal provision.
If concerns persist the teacher starts the APDR process with the parents.

If the APDR process addresses the concerns the child returns to universal provision.
If concerns persist, the child's progress remains low and the teacher/ parents have completed a minimum of 2 rounds of APDR a meeting with the SENCo will be arranged for parents and the class teacher.

During the meeting a number of diagnostic assessments will be agreed and adaptations to provision that are additional to or different from are agreed. The sole purpose is to identify the primary need and remove barriers to learning.

Upon review of actions from the previous meeting there are no further concerns, the child returns to universal provision. If concerns remain the child will likely be placed on the SEN register and an EHA will be written to request external support.

External support is requested and a professional from a Somerset service visits the child, school and parents. A visit note is written and actions will be allocated. School and parents amend provision accordingly.

If no further concerns remain child returns to universal provision. If concerns remain other external support may be sort or an SEN Support Meeting will take place. The child will likely begin accessing high needs support at this point.

Following an SEN support meeting concerns remain and the process of applying for an EHCP begins.

Panel review the EHCP request and choose whether to assess or not.

CONSENT led

Not for life

How do we identify a child's SEND needs?

- Observations of children's learning and behaviour in class and during unstructured times
- Through Pupil Progress Meetings and discussion with colleagues
- Through initial concerns raised by parents with the class teacher
- Through initial concerns raised by the class teacher with the SENCo

Communication & Information Sharing

Parents and carers can expect:

- Informal contact made by the class teacher
- Face to face meetings
- Phone calls
- Communication in writing
- Parents evenings across the academic year
- Feedback from class teacher regarding interventions and observations
- End of year reports
- Reports from external professionals
- Pupil Passports and APDRs if your child is on the SEN register
- Annual Reviews of those children with an EHCP

How skilled are staff in supporting SEN children

- All staff receive regular training
- Specific training is provided for interventions
- Support for all staff from SENCo
- SENCo has completed Local Authority Induction Training and is completing the NPQ SENCo Qualification
- Staff are well versed in understanding Ilchester's unique circumstances with a high proportion of military families and the support required
- All staff are trained in the Relational Approach
- School have access to their own Family Link Worker and Emotional Literacy Support Assistant
- Robust Pupil Progress Meetings happen each term
- Sometimes school may commission specialist external support
- School maintain strong links with other schools and providers
- School facilitate training and delivery of sessions from Speech and Language Therapy and Occupational Therapy

Types of provision

Provision is the type of support your child receives. This support can take many different forms as not all children with SEND will need the same type of support.

- **Universal** (provision available to all children)
- **SEN Support** (provision for children who require adaptations that are additional and different to universal provision)
- **High Needs** (personalised provision)

School are expected to make reasonable adjustments when creating their SEN support offer.

Universal Provision

Examples of Universal Provision at Ilchester are listed below:

- Quality First Teaching
- Differentiated tasks
- Manipulatives and support resources such as sound mats, dictionaries, number lines and so on
- Access to technology
- Inclusive classroom environments
- Visual prompts and timetables
- Positive praise and clear boundaries
- School responsibility (School Council)
- Unstructured times e.g. playtime

SEN Support Provision

Examples of SEN Support Provision at Ilchester are listed below:

- APDRs
- Targeted Interventions
- Specialist Assessments / Testing
- Individual resources e.g. writing slopes or coloured overlays
- Teaching Assistants in all classes
- ELSA support
- Early Help for families e.g. FLW or PFSA
- Implementation of OT or SALT plans

High Needs Provision

Examples of High Needs Provision at Ilchester are listed below:

- Support in class from a timetabled TA
- Individualised timetable
- Highly personalised curriculum
- Access to alternative provision
- Specialist external support
- Behaviour support plans

How does the school monitor progress?

- Day to day assessment for learning that leads to adaptations
- Learning passports for identified SEN children
- APDRs for identified SEN children
- Pupil progress meetings termly with a focus on SEN children's progress
- Specialist assessments outside of the curriculum
- Intervention logs
- School Entry Plan Meetings and reviews
- SEN Support Reviews
- SEN register monitored and tracked, especially for those raised of initial concern

Transitions and Handover

When transitioning be it an in school transition or a move to another school children can expect:

- Additional transition days offered to vulnerable learners
- Additional visits to the classroom or teacher for vulnerable learners
- Transition books / visuals offered
- School Entry Plan Meetings
- Early EHCP Annual Reviews for phase transfer years (pre-school to year R, Year 2 to Year 3 and Year 6 to Year 7)
- Thorough handover meetings
- New APDRs written in the summer term to remain in place for the beginning of the autumn term

Which Agencies do School work with?

- Educational Psychology Service
- Family Link Worker / Parent and Family Support Advisors
- Speech and Language Therapy
- Occupational Therapy
- Sensory Service for Children with Visual or Hearing Impairments
- School Nurse Team
- Military Welfare
- SEN Navigators
- SENDIAS
- South Somerset Partnership School
- Family Intervention Service
- Children with Disabilities team
- Transition Workers at Virtual School (formerly CAOT)

Support Available for Families

Special Educational Needs and Disability Information and Advice Service (SENDIAS)

01823 355578 info@somersetsend.org
www.somersetsend.org.uk

Integrated Therapy Service for Children and Young People

Charter House
Bartec 4
Lynx West Trading Estate Watercombe Lane
Yeovil
Somerset
BA20 2SU
01935 848246

Somerset Local Offer

www.somerset.gov.uk/children-familiesand-education/the-local-offer/

Somerset Graduated Response Tool

https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response/

What to do if you have a concern

- Initial concerns are shared with the class teacher and then their phase leader. Should you feel you need more information then…
- See the SENCo (Mrs Louise King). Should you feel you need more information then…
- See the Head Teacher (Mrs Michelle Mordue) or SEND Governor (Mrs Carolyn Rouse). If you still require further assistance then…
- Contact the Local Authority (see SEND Policy)

Further Information

- SEND Code of Practice: 0 to 25 Years
- School Safeguarding Policy
- National Autistic Society
- British Dyslexia Association
- I Can Speech and Language