

Enmore Church of England Primary School

‘Those who are taught here must
go out and teach others’

Rev J. Poole, Founder, 1810



‘I have set you an example that you
should do as I have done for you’

John 13: 15

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Enmore Primary School SEND Information Report

At Enmore Primary School, we are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), receive the support they need to thrive academically, socially, and emotionally. This report outlines our approach to SEND and answers common questions parents and carers may have about how we support pupils with SEND, in line with the SEND Code of Practice (2015).

1. Who are the best people to talk to about my child's difficulties with learning?

If you have concerns about your child's learning or development, the following staff can support you:

- **Your child's class teacher** – They are your first point of contact and know your child best in the classroom setting. They will also monitor your child's progress and may initiate early interventions.
- **SENDCo (Special Educational Needs and Disabilities Coordinator)** – Mrs Claire Goodman oversees SEND provision across the school and can offer advice, organise assessments, specific interventions and coordinate support.
- **Headteacher** – Mr MacRae is also available if you have wider concerns about your child's education and well-being or the school's SEND provision.

You can contact the school office to arrange a meeting with any of these staff members.

2. How do we identify pupils with SEND at Enmore School?

We use a **graduated approach** to identify and assess SEND, as outlined in the **SEND Code of Practice**.

This includes:

- **High-quality teaching**: Teachers differentiate learning to meet the needs of all pupils. If a child is not making expected progress despite this, further assessment or an intervention may be required.
- **Ongoing observation and assessment**: Teachers monitor pupils' progress over time in all areas of learning and development, raising any concerns at pupil progress meeting or via the

SEND concern route. This is in line with the Code's emphasis on **early identification** and intervention.

- **Collaboration with parents:** Class teachers will share any concerns with parent/carers. We involve parents/carers in the process and encourage them to share concerns about their child's learning and development.
- **Input from external professionals:** Where necessary, we may involve external professionals such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists, or Specialist Teachers to seek advice or arrange an assessment.

If your child is not making expected progress, despite high-quality teaching and intervention over time, we may carry out further assessments, make a referral to a service and place them on the **SEND Register** with your consent.

3. How will school provide support for my child?

Support is tailored to the needs of each child and may include:

- Differentiated classroom teaching.
- Small group or one-to-one interventions.
- Additional resources (e.g. visual aids, writing supports, IT).
- Individual learning passports with targets.
- Support from external professionals where appropriate.

Support is provided in line with the **graduated response** set out in the SEND Code of Practice (2015). This process involves:

- **Assessing** your child's needs and identifying appropriate interventions.
- **Planning** the support and setting clear, measurable targets.
- **Do:** Implementing the support, such as additional resources, small-group interventions, or some individualised one-to-one learning or support.
- **Reviewing** progress regularly and adjusting the support as needed.

The school provides a range of interventions, including:

- **One-to-one support for learning:** for children with specific needs in areas such as English or Maths needing more individualised target work.
- **Small group work:** focused sessions to support areas such as, Reading and Spelling (Nessy), Maths (Mathletics) or social skills (such as Talkabout or Time to Talk)
- **Targeted interventions:** small group or one to one tailored program such as phonics support, speech and language care plan work, Lego therapy or ELSA.

Support will be reviewed at regular intervals, ensuring it is effective and adjusted to meet your child's changing needs.

4. What are the school's approaches to differentiation?

Differentiation means adapting teaching to meet the needs of all learners. At Enmore School, teachers:

- Use a range of teaching styles to suit different learning preferences.
- Provide learning tasks that are adapted to suit the ability and needs of each pupil.
- Provide additional scaffolding, support or resources.
- Use flexible groupings to promote peer support and challenge.
- Using targeted questioning and modified language approaches.
- Offer opportunities for all children to work at their own level and make progress.

These strategies help ensure that children with SEND can access the full curriculum and make progress alongside their peers.

5. How does the school know how well a child is doing?

We use a range of methods to assess and track pupil progress:

- Ongoing classroom assessments, observations, class work.
- Formal termly assessments in reading, writing and maths.
- Pupil Progress Meetings with the Headteacher, SENDCo and class teachers.
- Individual Pupil passports with measurable outcomes.
- Reviews meetings with outside professionals.
- Statutory assessments in EYFS, phonic screening, times tables and at the end of Key Stage 2.

We hold parent meetings twice yearly and you will receive updates on your child's progress via an end of year report. You will be informed of the results of any statutory testing.

How often will school keep me updated on my child's progress?

The school will give termly opportunities for parents to discuss their child's progress but will be happy to do so more frequently if there are specific concerns.

The SENDCo is only in school once a week so please bear in mind that she will do her best to organise this as soon as possible.

Can I book a parents evening appointment with the school SENDCo?

The school SENDCo will be available for an online meeting on parents' evenings.

6. How will the school support my child's overall wellbeing?

We take a holistic approach to your child's development, including their social and emotional wellbeing. Support may include:

- A caring and inclusive classroom environment.
- Weekly/ morning wellbeing check ins with an HLTA or a trusted adult.
- Specific intervention - Emotional Literacy Support Assistant (ELSA) a trained member of staff provides emotional and social support for children experiencing difficulties.
- Access to a worry box in each class, if needed.
- Emotionally Based School Avoidance (EBSA) support plans for children who are experiencing high levels of anxiety.
- Wellbeing ambassadors, friendship strategies and peer mentors.
- Whole-school approach to inclusion, we promote a supportive, inclusive school environment where every pupil feels valued.

We aim to ensure your child feels safe, happy, and confident in school.

7. What support will be available for my child as they transition between classes and settings?

We understand that moving to a new class or school can be challenging, especially for children with SEND. We support transitions by:

- **Early planning:** We begin planning transitions well in advance, working closely with parents, the child and any other settings involved (e.g. new class or secondary schools).
- **Transition visits:** Your child will have additional visits to new classrooms or settings. The year 6 teacher and SENDCo liaises with all secondary schools regarding additional visits if possible.
- **Personalised transition plans:** We may create a transition plan and book with photos of the new class or school, along with key staff members, to help your child feel more confident.
- **Information sharing:** The SENDCo ensures that all relevant information is passed on to new teachers or SENDCo in receiving secondary school, ensuring continuity in support. Planned meeting with parents and secondary SENDCos where applicable.

Transition plans are regularly reviewed to ensure they meet your child's specific needs.

8. How accessible is the school environment?

In line with the **Equality Act 2010** and the **SEND Code of Practice**, our school aims to be as accessible as possible to all pupils:

- All classrooms are on one level.
- New buildings – physical access established.
- Pathways and steps around the school have yellow highlighting in places.

- Car parking well organised with disability parking
- School entrance easy to find.
- We use visual signage and sensory-friendly resources where needed.
- We make reasonable adjustments to accommodate physical, sensory and learning needs.
- We work alongside specialist teachers and teams to advise us of any adaptations needed.
- We also adapt our teaching and learning resources to meet individual needs, ensuring that the school environment is welcoming for all.

If your child has specific access needs, please speak to the SENDCo so that we can make appropriate arrangements.

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

If you have any concerns or are unhappy with the support your child is receiving, we encourage you to:

1. Speak to your child's class teacher to raise your concern. They will discuss any concerns and try to resolve the issue together.
2. Contact the SENDCo (Mrs Claire Goodman): If you feel the issue requires further attention, the SENDCo will work with you to address your concerns.
3. Speak to the Headteacher (Mr Duncan MacRae): If the issue remains unresolved, the Headteacher can provide support and oversee the resolution process.
4. If you are still dissatisfied, you can follow the school's formal complaints procedure, which is available on our website or from the school office.

We aim to work in partnership with families and will always do our best to resolve issues quickly and fairly.

For more information, please contact:

Mrs Claire Goodman (SENDCo) and /or Mr Duncan MacRae (Headteacher)

To arrange a phone call or to make an appointment please contact:

School office: 01278 671370

Email: office@enmoreprimaryschool.org

This SEND Information Report is in line with the **SEND Code of Practice (2015)** and reflects our commitment to providing a high standard of education and support for all children at Enmore Primary School.

