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

ENMORE, NR. BRIDGWATER, SOMERSET, TA5 2DX *TELEPHONE: (01278) 671370*
E-mail: office@enmore.somerset.sch.uk Website: www.enmoreprimaryschool.org

Enmore Primary School SEND Information Report: 2026-27

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. We value inclusion and believe every child deserves to feel safe, successful and fully involved in school life. 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), the Children and Families Act (2014) and Somerset's Graduated Response Framework (2026).

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** – Is your first point of contact and knows your child best within the school. They monitor progress and will discuss additional support if concerns arise.

- **SENDCo (Special Educational Needs and Disabilities Coordinator)** – Cassie Jones oversees SEND provision across the school, supports staff, works closely with families and external agencies and coordinates additional support where appropriate.

- **Headteacher** – Mr Duncan MacRae is available to discuss wider concerns regarding your child's education, wellbeing or the school's SEND provision.

Please contact the school office if you would like to arrange a meeting.

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

At Enmore Primary School we use Somerset's Graduated Response Framework alongside the SEND Code of Practice to identify and support children with additional needs.

All children receive **Ordinarily Available Inclusive Provision (OAIP)** through high-quality classroom teaching and inclusive practice.

We identify pupils who may need additional support through:
• Ongoing teacher assessment and observation.
• Pupil progress meetings.
• Discussions with parents and carers.
• Information from previous settings.
• Advice from external professionals.
• SEND concern forms completed by staff.

Where a child is not making expected progress despite appropriate support through OAIP, we will implement additional provision and monitor progress through the Assess-Plan-Do-Review process (using a Pupil Passport). This is in line with the Code's emphasis on **early identification** and intervention.

Where appropriate, a child's needs may be supported through:
• Targeted Provision
• Targeted Plus Provision
• Specialist Provision

If a child requires provision that is additional to or different from that made available to most children of the same age, they may be placed on the **SEND Register** following discussion with parents/carers.

3. How will school provide support for my child?

Support is provided in line with the **graduated response**, as 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.

Support is carefully matched to individual needs and reviewed regularly.
All pupils benefit from: **Ordinarily Available Inclusive Provision (OAIP)**
• High-quality adaptive teaching.
• Differentiated learning activities.
• Visual supports and scaffolding.
• Flexible groupings.
• Reasonable adjustments to teaching and learning.
• Inclusive classroom environments.

Some children may access: **Targeted Provision**
• Additional phonics support.
• Small group reading interventions.
• Nessy Reading and Spelling.
• Handwriting support.
• Oracy and communication groups.
• Sensory circuits.

• Additional maths support.

Some children may access more personalised **Targeted Plus Provision:**
• ELSA (Emotional Literacy Support Assistant).
• Lego Therapy.
• Calm Club.
• Wellbeing check-ins.
• Parent and Family Support Advisor (PFSA) support.
• Speech and Language programmes.
• Coping Cat intervention.
• Social communication support.

Some pupils access **Specialist Provision:**
• Educational Psychologists.
• Speech and Language Therapists.
• Occupational Therapists.
• Vision Support Team.
• Medical professionals.
• Alternative Provision providers where appropriate.
• Education, Health and Care Plans (EHCPs).

Support is reviewed regularly with staff, parents and pupils to ensure it remains effective.

4. **What are the school's approaches to Adaptive and Inclusive Teaching?**
At Enmore teachers adapt learning to meet the needs of all pupils by:
• Using a range of teaching methods
• Adapting tasks and resources
• Providing visual supports and prompts
• Breaking learning into manageable steps
• Using targeted questioning
• Supporting attention and engagement
• Providing assistive technology where appropriate
• Promoting independence and confidence
These approaches help all children access learning 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 monitor progress:
• Daily classroom assessment
• Teacher observations
• Formal assessment processes
• Termly Pupil Progress Meetings
• Pupil Passports with personalised targets
• SEND Reviews
• Annual Reviews for pupils with EHCPs
• Professional reports from external agencies
• Statutory assessments where applicable

Provision is reviewed through the Assess-Plan-Do-Review cycle and adjusted where necessary.

How often will school keep me updated on my child's progress?
Parents' evenings are held twice each year.
Additional meetings are arranged for pupils with SEND as required, and parents are invited to attend SEND Review Meetings and Annual Reviews where applicable.
We encourage families to contact school whenever they have concerns or wish to discuss progress.

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

We take a holistic approach to your child's development and recognise that social and emotional wellbeing is essential for successful learning. We adopt a whole-school approach to inclusion, promoting a supportive, inclusive school environment where every pupil feels valued. We aim to ensure your child feels safe, happy, and confident in school.

Support available may include:
• A supportive and caring classroom environment
• Daily and weekly wellbeing check-ins with a key adult
• Emotional Literacy Support Assistant (ELSA) - a trained member of staff provides emotional and social support for children experiencing difficulties
• Calm Club
• Lego Therapy
• Parent and Family Support Advisor (PFSA) support
• Coping Cat anxiety intervention delivered through Young Somerset
• Transition support programmes
• Emotionally Based School Avoidance (EBSA) support plans
• Access to trusted adults
• Whole-school wellbeing initiatives
We are also working with the **Mental Health Support Team (MHST)** to further strengthen our whole-school approach to emotional wellbeing and early intervention.

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. nursery, 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 enhanced transition plans, where required.
- **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 (Cassie Jones): 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.

10. How do we involve children and young people in decisions about their support?

At Enmore Primary School, we believe that children and young people should be actively involved in decisions about their education, support and future aspirations. We recognise that pupils often have valuable insights into what helps them learn, what they find difficult and the support they would like to receive. This person-centred approach is an important part of the SEND Code of Practice and Somerset's Graduated Response Framework.

We involve pupils in a variety of ways, including:
• Discussing their strengths, interests and aspirations
• Seeking their views during SEND Reviews and Annual Reviews
• Encouraging them to contribute to target setting and review discussions where appropriate
• Identifying strategies that they feel help them to learn successfully
• Providing opportunities for children to share worries, concerns or ideas with trusted adults
• Encouraging pupils to reflect on their progress and celebrate achievements
• Supporting children to develop independence, self-confidence and self-advocacy skills

For pupils with Education, Health and Care Plans (EHCPs), their views, wishes and feelings are gathered as part of Annual Reviews and shared with all professionals involved in supporting them.

Further Information
For more information about SEND provision at Enmore Primary School, please contact:
Cassie Jones (SENDCo)
Duncan MacRae (Headteacher)

Telephone: 01278 671370 / Email: office@enmoreprimaryschool.org
Further information about SEND services in Somerset can be found through the Somerset Local Offer.

This SEND Information Report reflects Enmore Primary School's commitment to providing high-quality, inclusive education and support for all pupils and has been produced in line with the SEND Code of Practice (2015) and Somerset's Graduated Response Framework (2026).