



Shipham C of E First and Pre Schools SEND Information Report 2025-2026



About Us

We are a mainstream combined First and Pre school that is committed to creating an inclusive and supportive learning environment that is built upon foundations of secure relationships and understanding. We celebrate diversity and have a nurturing culture of acceptance and respect, where every child, regardless of their abilities, background or needs is valued and given the opportunity to thrive. At our school, Special Educational Needs and Disabilities are regarded as whole school responsibilities.



As we are a Somerset school, our local authority is Somerset Council and their [Local Offer](#) for families of children with SEND can be found [here](#). We use the Somerset Early Years and School Age Graduated Response Tools to underpin our whole school approach for assessing, planning, teaching and supporting children with SEND. A guidance video explaining more about the [Graduated Response Tool](#) can be found [here](#). We work closely with other schools within the Wessex Learning Trust and with professional agencies to ensure that our staff are continually updating their skills and professional experience in order to offer high quality, informed support for our children.

This report is to inform you of the types of support available to your child and how it can be accessed during their time at Shipham C of E First School. Please also read it in conjunction with our SEND policy that can be reached [here](#) or through our school website [Shipham C of E First School](http://www.shiphamfirstschool.co.uk) (www.shiphamfirstschool.co.uk)

Who can I talk to?



Mrs Sarah Netto
Headteacher
Designated Safeguarding Lead



Mrs Joanne Fear
School SENDCO



Mrs Mary Watt
Early Years SENDCO
Pre- School Lead



Mr Adrian Warman
Chair of Local Partnership
Board

All can be contacted via the school office on 01278 843485 and [Shipham C of E First School](#)

What is SEND?

At Shipham, we recognise a Special Educational Need as:

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

(DfE, SEND Code of Practice 2014)

We follow the SEND Code of Practice (2014) which identifies four broad areas of need for Special Educational Needs (SEND) :

| Area of need | Needs within this category |
|---|--|
| Cognition & Learning Needs | Learning difficulties can range from moderate learning difficulties (MLD) to severe learning difficulties (SLD) where children are likely to need support in all areas of learning. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This includes, but is not limited to: dyslexia, dyspraxia and dyscalculia. Delays with executive functioning (organisational skills), processing and working memory (retaining information) would also be included within this category. |
| Communication & Interaction Needs | Speech and language delay, difficulties with social interaction and the 'pragmatics' around speech and social communication. Autism Spectrum Condition/ Disorder could also be included in this category. |
| Sensory and Physical Needs | Visual impairment, hearing impairment, Sensory processing differences/difficulties, physical needs, difficulties with fine and gross motor skill development (can also impact coordination and mobility), delays with self-care, toileting, eating, difficulties with concentration. |
| Social, Emotional & Mental Health Needs | Anxiety, ADHD/ ADD/ PDA, adverse childhood experiences, attachment |

If your child has SEND, their needs will fit into one or more of these areas. A school's provision for SEND is defined as support which is additional to or different from that which is available to all children.

What should I do if I think my child has SEND?

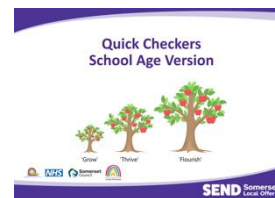
If your child is starting our school and has identified or suspected SEND, please let us know so that we can work with you and the other professionals involved to identify their needs and begin to plan to meet your child's needs.

If your child is already at our school, please speak with child's class teacher in the first instance and share your key concerns. We will work together to agree the next steps for your child. You can also make an appointment to speak with Mrs Fear, our SENDCo.

How do we identify pupils with additional needs?

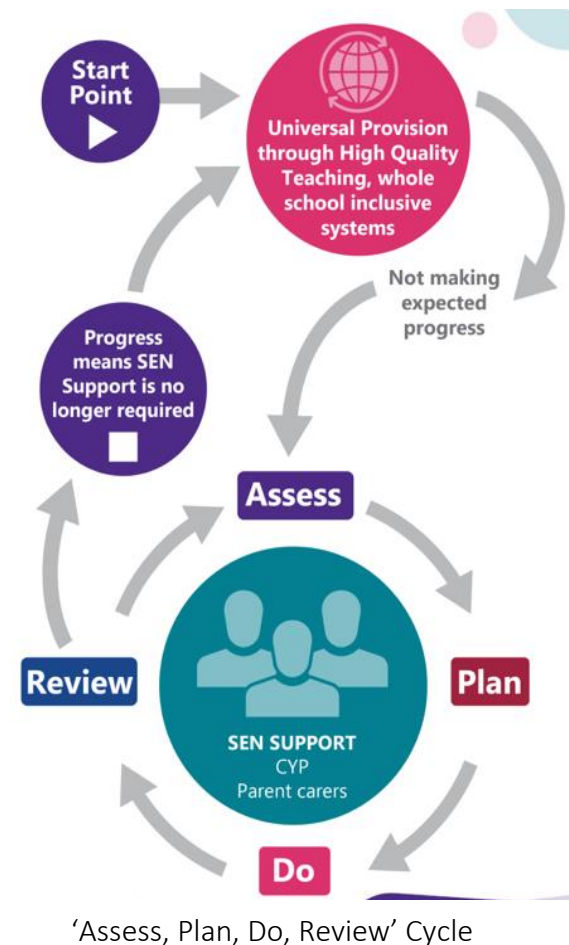
No two children are the same and this is the same for additional needs and how they present for individuals. We are mindful of this as a team and use Somerset's Graduated Response Tool to support us in identifying and understanding additional needs. The diagram to the right of this page illustrates the Assess- Plan- Do- Review (ADPR) process that we follow to support identification of additional needs.

1. Initially, teachers and parents use the 'Quick Checker' tool to identify area/s of need
2. Additional assessments are completed by the class teacher and SENDCo if necessary, high-quality adaptive teaching and suggested provision is put in place to aim to address identified gaps in learning.
3. A [Pupil Passport](#) and [Individual Learning Plan](#) will be created for the child and used to monitor impact and progress.



A [Pupil Passport](#) involves the child in discussions about their strengths and needs within the school environment as well as their interests and successes outside school. We liaise with parents and carers to ensure that the passport is reflective and supportive of their child's needs.

An [Individual Learning Plan \(ILP\)](#) has personalised, achievable targets that are informed by a child's identified barriers to learning. These targets are reviewed at least every other term in collaboration with the class teacher/s, parents and the child and are monitored by the SENDCo. We use the data that is produced from assessment, pupil progress meetings and interventions and make changes where appropriate. We ensure that resources, including money are allocated to the children who need them. Children in receipt of Higher Needs Funding or with an EHCP are prioritised in this process.



What support do we give children?

Our starting point for any support is the high-quality, adaptive teaching that takes place each and every day in the classroom. Class teams are fully aware of the barriers to learning, areas of strength and the areas for development of all children with SEND through the use of our graduated response and a termly Assess, Plan, Do, Review (APDR) document. They are then able to plan carefully and support children from within the class team. This includes class teachers and teaching assistants. Some children may need additional support and this can take many different forms depending on the level of need and the area for development. Each child is an individual and support is always tailored to meet individual needs.

There are 3 levels of support that are offered to all children in the school, depending on their learning needs:

| Level 1 – Universal Support | Level 2 – SEND Support | Level 3 – High Needs Support |
|---|---|--|
| The level of support provided for ALL children through high quality, adaptive teaching (also known as Quality First Teaching). | Additional Support for some children Interventions to support their learning in small groups or individually. | Bespoke support for individuals who may have significant gaps in their learning or development. Outside agencies are likely to be involved in planning the support and provision for individuals: <ul style="list-style-type: none">• Occupational Therapist• Speech & Language Therapist (SALT)• Transition Workers• Early Identification mentor |

Interventions that are currently available at Shipham (these are always aligned to a child's need)

- 1:1 phonics intervention
- 1:1 targeted reading intervention
- Targeted maths intervention
- TalkBoost
- 1:1 and group ELSA, Lego Therapy, Time to Talk, Social Communication Groups
- Speech and Language intervention using NHS Speech Sounds Toolkit

Who will support my child?

We have an excellent, dedicated team at Shipham. Our teaching assistants work with class teachers to support the children and provide targeted interventions throughout the school day. We also have a number of staff who work with children from different classes within their area of expertise. In addition to support received for academic subjects, there is a range of pastoral support available. Miss B is our Emotional Literacy Support Assistant (ELSA), who is trained and supervised by the Educational Psychology team who work with pupils on both a 1:1 and group basis, with a focus on the development of social, emotional and mental health. We also have social skills groups to help those children that find social communication difficult and there is always the opportunity for any child to talk with a trained adult over any concerns and anxieties.

How is our school accessible for children with SEND?

We are proud of our school at Shipham. We have a range of facilities that are accessible for all children. Our school is all on one level, has access to parking directly outside and also has a disabled toilet available. Our classes are all considerate of Sensory 'demand' and are uncluttered, calm and have access to Sensory 'tools' for those children who require them. The use of adaptive seating, for example wobble cushions, wobble stools and considered seating placements are part of our SEND offer for our children.

Immerse yourself in our Shipham Sensory room, which provides a calming place to be calm, provide Sensory input and regulate. It has a multitude of different lights, soft cushions, a trampette and a wide range of Sensory toys & tools.

Shipham has an ample playground and playing field, both of which are accessible via a ramp. We have raised beds for planting on our playing field and also have an on-site forest school too. On the playing field there is a Trim trail and climbing frame to support those proprioceptive needs.

With regards to access to class trips and extra-curricular activities, all children have the right to access class trips, wherever it is safe for them to do so, and we work with the parents and the child to ensure that appropriate provision is in place.

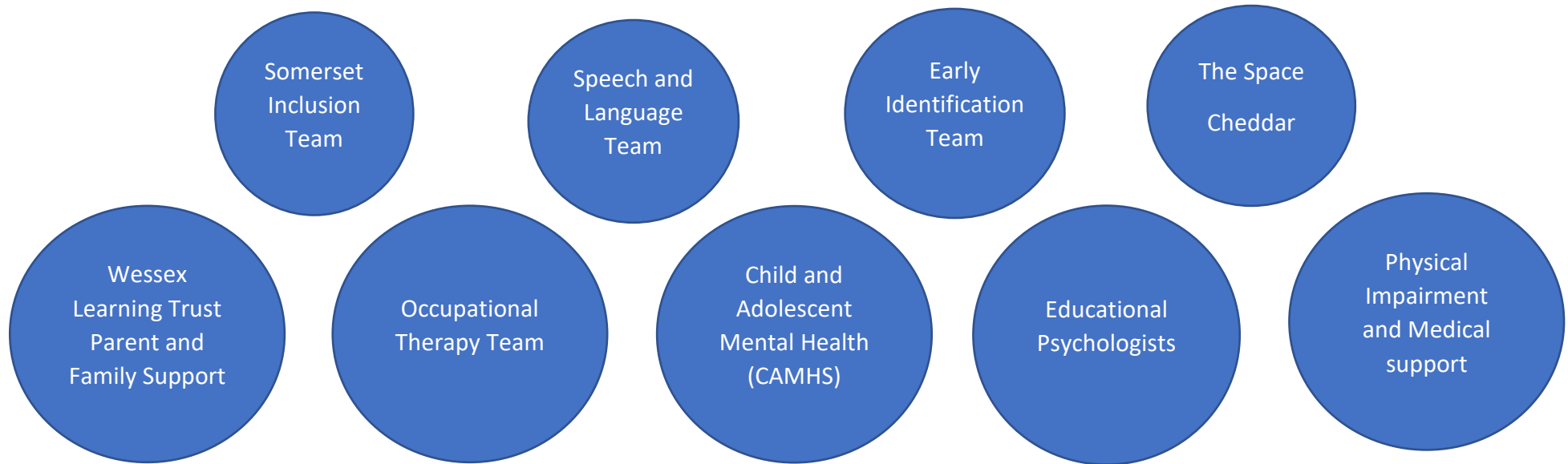
If you feel reasonable adjustments would need to be made for your child, please speak to us regarding appropriate adaptations.

How do we work with parents?

For us at Shipham, parental involvement is vital and we work hard to ensure excellent links with our parents and carers. We endeavour to include parents and children in decision making, where it is appropriate. Nothing should come as a surprise, or need to wait for a formal meeting opportunity, such as an annual review. Parents are invited to respond termly on the review of their child's individual Learning Plan and additional meetings can be scheduled if the need arises. Sometimes, a 'quick word' is all that is needed, and the SENDCO and class teachers are available. Formal review meetings are also completed as per the SEND Code of Practice. As part of the Wessex Learning Trust, we have access to the Parent and Family Support team and their team of [Parent and Family Support Advisor \(PFSA\)](#)'s who work to support our Wessex families too.

Who else do we work with?

For some children we may need to consult with different professional agencies to ensure the child gets the right support. We work extensively with different agencies, all of whom support children in different ways. Parents and children are always fully involved and reports are fully discussed with parents, children where it is appropriate, and with the class team. If we feel that external agencies are needed for support and/or advice we work with families to complete an Early Help Assessment (EHA) which is the county recognised method for accessing support. For some agencies alternative referral routes are used, which will be fully discussed with parents. Below are an example of the professionals that we work with:



How do we support with transitions?

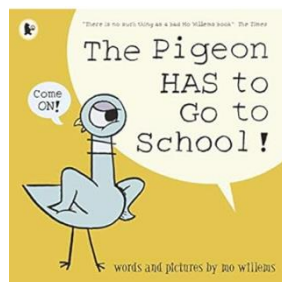
Pre-school (Saplings) to Reception Class (Willow)- We work closely with feeder nurseries/ pre-schools and especially with Sapling class, our on-site provision, when children are due to start at Shipham. For children with identified SEND we work with the Early Identification Team to hold School Entry Planning meetings with parents and school staff with clear actions and targets set to endeavour to make the transition to school as smooth as possible. For children with medical needs, this will include identifying staff training needs to ensure your child's needs are fully met. All families will be invited to a 'New Parents' meeting to gather information about starting Reception. The Willow class teacher, and at times the SENDCo, will also visit pre-schools to meet the children in a familiar setting. All children will be invited to 'stay and play sessions' to ensure they are familiar with the staff and the setting in advance.

Moving into a new class (Willow to Chestnut, Chestnut to Oak)- 'Shuffle Up' mornings / days are standard practice in education. All children will spend 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 exciting activities designed to allow the teacher and children to get to know each other better. At the end of the school year, transition meetings take place between class teachers to ensure that they have all the information about your child's strengths and needs.

First to Middle School (Yr 4 to Yr 5)- On moving to their chosen Middle School, children in Year 4 with additional needs are discussed with the SENDCo at the Middle School once places have been allocated. Additional visits can be organised by the Middle School for children with additional needs. If your child has an EHCP, an Annual Review meeting will happen during Year 4 and a representative from the Middle school will be invited to attend. We make transition books where necessary.

Joining from another school- For children starting with us throughout the school year we always seek to talk to the class teacher and SENDCO from the previous school and to ensure we have all relevant paperwork to ensure continuity of support. It is not always possible to deliver the same support as your child may have received and in the first instance it is important that they are able to settle and build relationships with staff and pupils. For children joining with an EHCP this process is lead through Somerset SEND Team and consultation.

Books that can also help with opening up discussions around transitions.



Who can I contact with a compliment, comment or complaint?

We work collaboratively with our families at Shipham and would hope that any concerns are dealt with together, before they become a complaint. In the first instance, please contact your child's class teacher. If you would like to discuss a specific SEND concern then please contact the SENDCo via the front office. If we are still not able to resolve the issue then complaints should be made to the Headteacher, or if the complaint is about the headteacher then to the Chair of Governors. All of the staff at the school work hard to support all learners in our care, and if you have positive comments to pass along we would love to hear them. We will send out parental questionnaires with space for comments on but if you would like to make other comments please feel free to contact us.

What are the monitoring arrangements for this report?

This SEND Information Report has been written by the SENDCo in conjunction with the Headteacher, Chair of Governors and parents. It will be reviewed annually. Date for review is Autumn 2026.

Support Services for parents of pupils with SEND

Somerset's Local Offer- <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

Provides parents information, advice and guidance around a variety of SEND issues.

Somerset's Local offer- leisure <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/leisure/>

Within Somerset's Local Offer, parents can access information about SEND events, days out specifically designed for children with SEND and support groups for parents.

Somerset Parent Carer Forum- <https://somerseparentcarerforum.org.uk>

Somerset Parent Carer Forum is an independent, parent led organisation. They have joined together to provide support for other parents, sharing information, knowledge and their experiences.

Somerset SENDIAS- <https://somerseSend.org.uk>

SENDIAS are an organisation that provides free, independent SEND advice and support for families.