



# West Buckland Primary School and Nursery



**SEND Information Report**  
September 2025



*This report is designed to inform you of the types of support  
available for your child at*

***West Buckland Primary School and Nursery***

*It will help you understand who can help and how this help can be accessed.*

*This report has been co-produced with staff, parents, carers, students and  
governors (September 2025) and will be reviewed annually.*

# Definition of Special Educational Needs

(taken from SEND Code of Practice: 0 to 25 years –  
January 2015)

*A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Namely provision that is different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (6.15 pg 94)*



## *What are people's views on inclusion at our school?*



"I am extremely pleased with the SEND support at West Buckland Primary School. They go above and beyond for my child, offering a diverse and inclusive environment for all students, including those with learning difficulties or disabilities. The teachers implement tailored measures that ensure every child receives the effective support and education they need to thrive. As a parent, I couldn't be happier with the level of care and attention my child has received. At West Buckland, inclusion isn't just a policy—it's a commitment that resonates throughout the community. Parents feel welcomed and valued. The school truly embraces every child's unique strengths, ensuring my or any child feels included and supported."

(Key stage 2 parent)

School council discussion September 2024 (children from years 1-6):

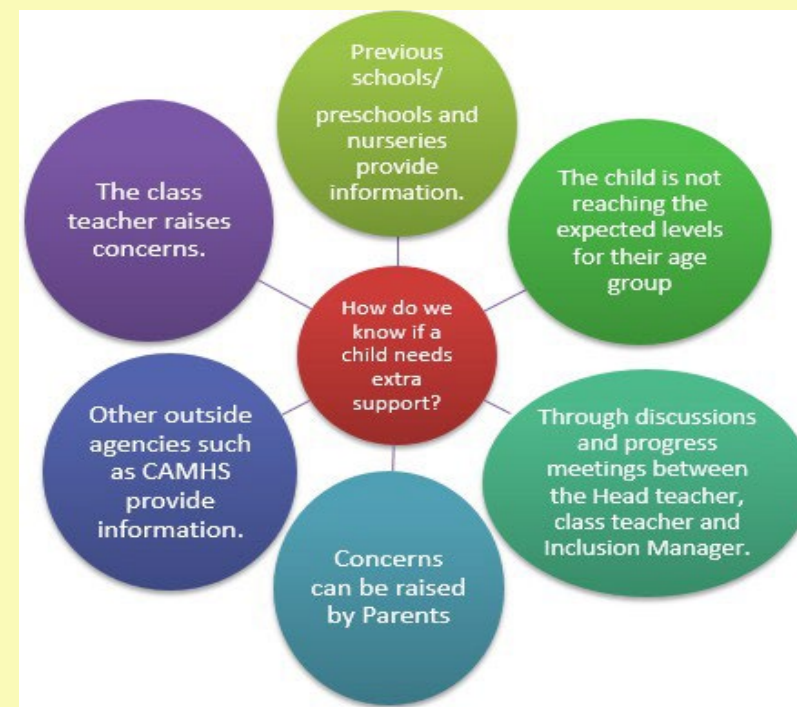
What does inclusion mean? *Where everyone is included; Everyone is equal; All treated the same*

What does inclusion look like in our school? *Adult support if we struggle in maths; Pencil grips/putty/special pens*

What makes us an inclusive school? *By helping people; Being kind; Sharing toys and equipment; sensory room; helping people in and out of school*

## *How does the school know if a child needs extra help?*

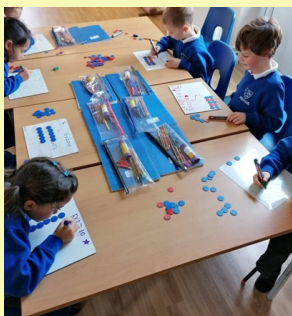
- *A child may be identified as having Special Educational Needs (SEN) at any stage during their education.*
- *This may be a long-term difficulty or disability requiring specific intervention or something new that develops during their time at West Buckland Primary School and Nursery.*
- *Prior to entry to our school, we will liaise with key staff from your child's previous educational setting in order to gain essential information that allows us to understand and plan for your child's needs.*
- *Information may also come from a variety of other sources:*
  - *The school's own assessment framework - Staff observations*
  - *Involvement from external agencies/professionals - Results from diagnostic or standardised tests*
  - *An Education, Health and Care Plan (EHCP)*
  - *An officially recognised diagnosis requiring SEND provision*
  - *Child self-referral*
  - *Parental concerns*



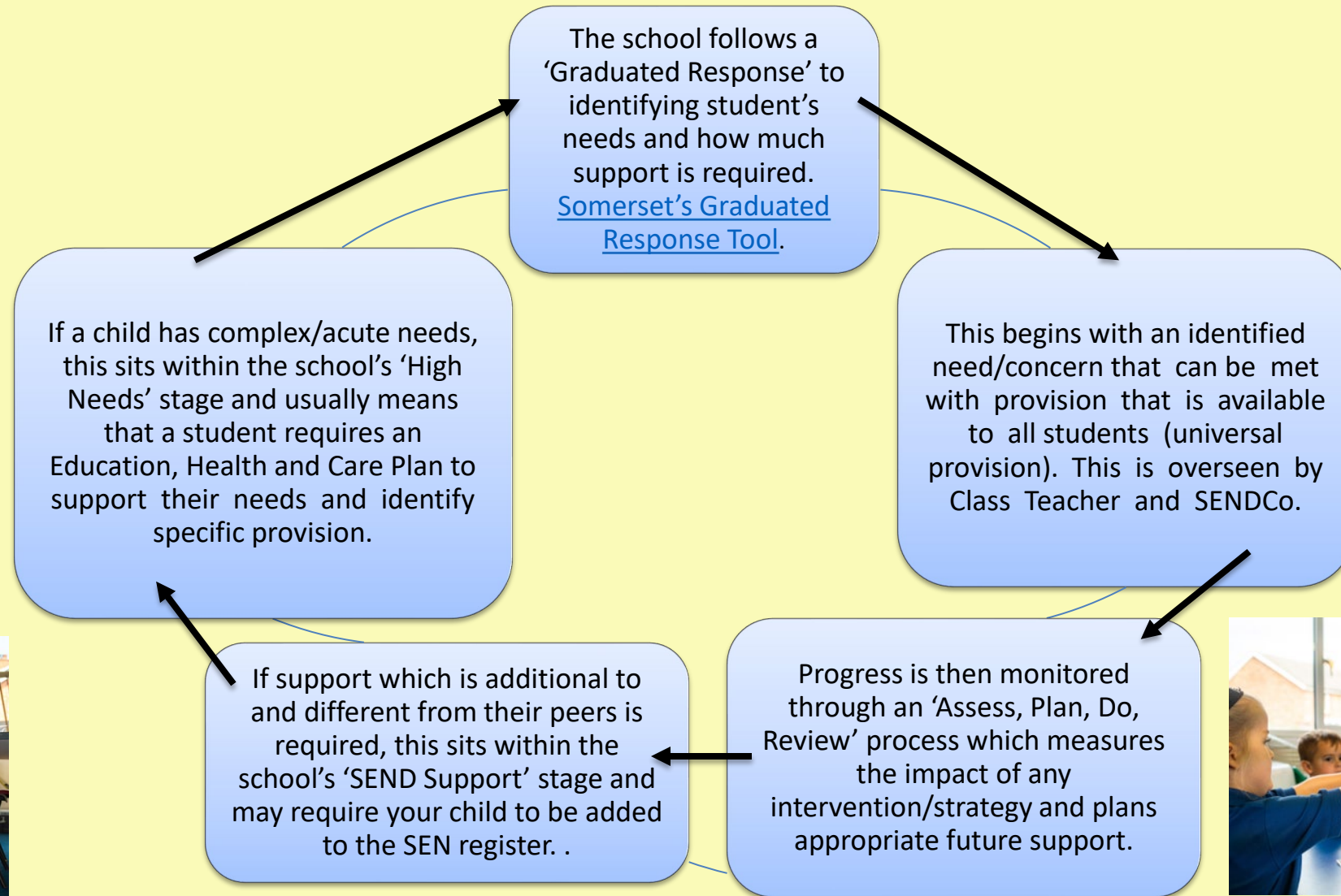


## *How will the school support my child?*

- *School staff will support individuals at a level appropriate to their needs through high quality teaching and differentiation/adaptation within the classroom.*
- *We aim to ensure the fullest possible access to the curriculum for all students and a Personalised Learning Plan (PLP) may be needed to share appropriate strategies with school staff to ensure this is able to happen. All children on the SEND register will have a PLP.*
- *The PLP will also be used to establish a small number of personal outcomes/aims and agreed actions for everyone involved, including the child. These will then inform staff's planning and focus support for each student.*

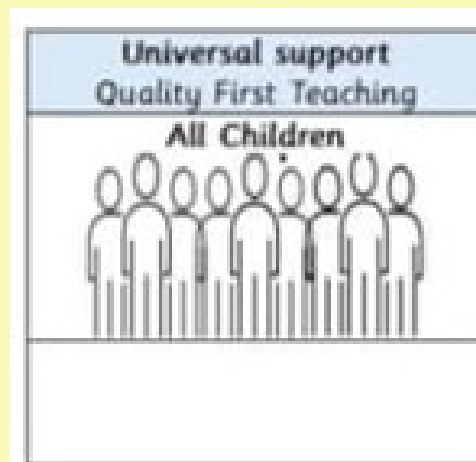


# *How will the School Support my Child and how much support is needed?*



- **Please note:** if your child has a diagnosis, this doesn't automatically mean your child will be on the SEN register or an EHCP should be applied for. For some children with a diagnosis, the universal provision provided to the whole class is sufficient to meet their needs.

# SEND Graduated Response

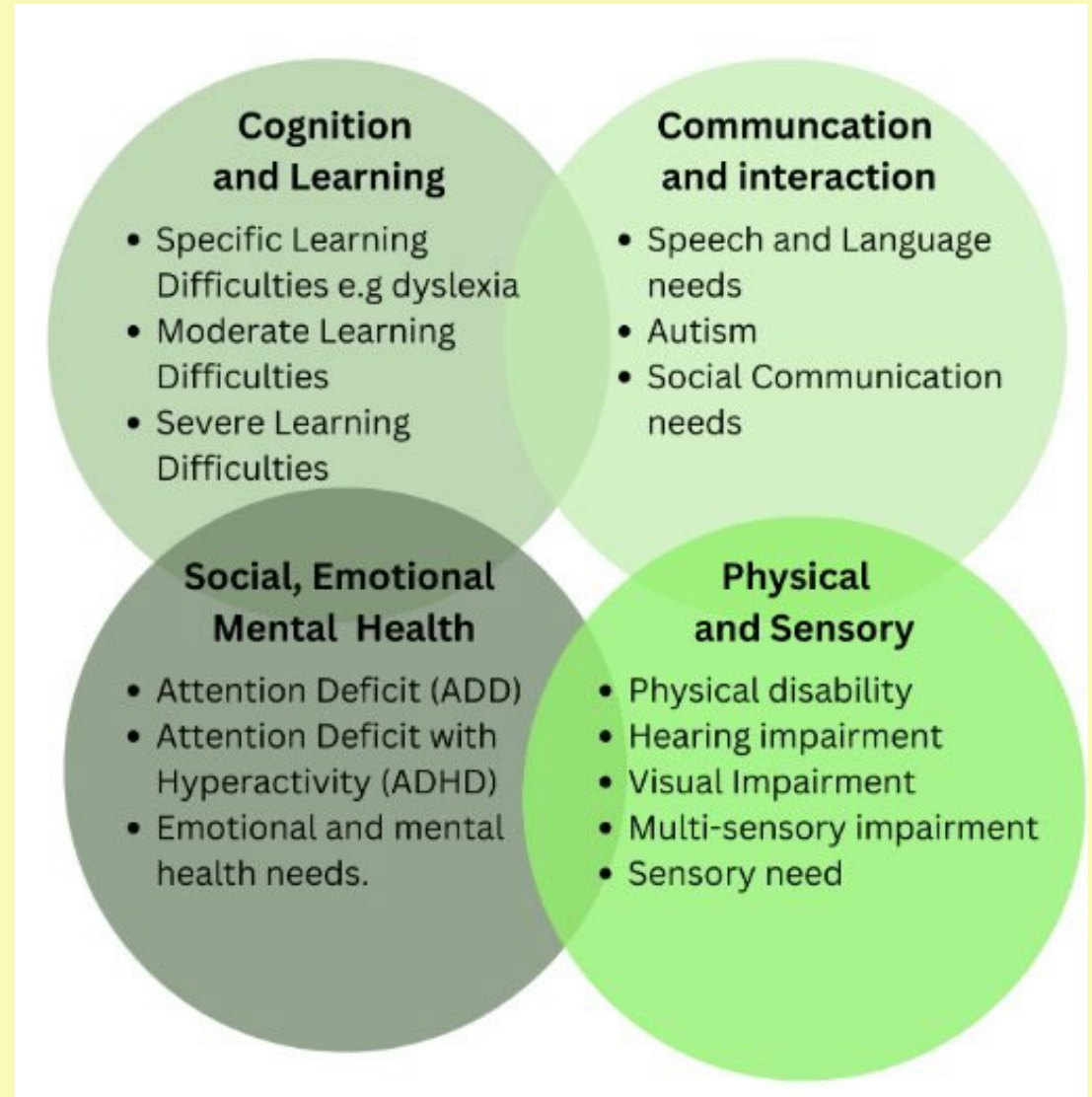




## *What kinds of SEND are provided for at the school?*

### *Types of SEND need*

*The SEND Code of Practice 0-25 identifies four broad areas of Special Educational Need. The image here shows the SEND category of need with the range of needs within each category.*

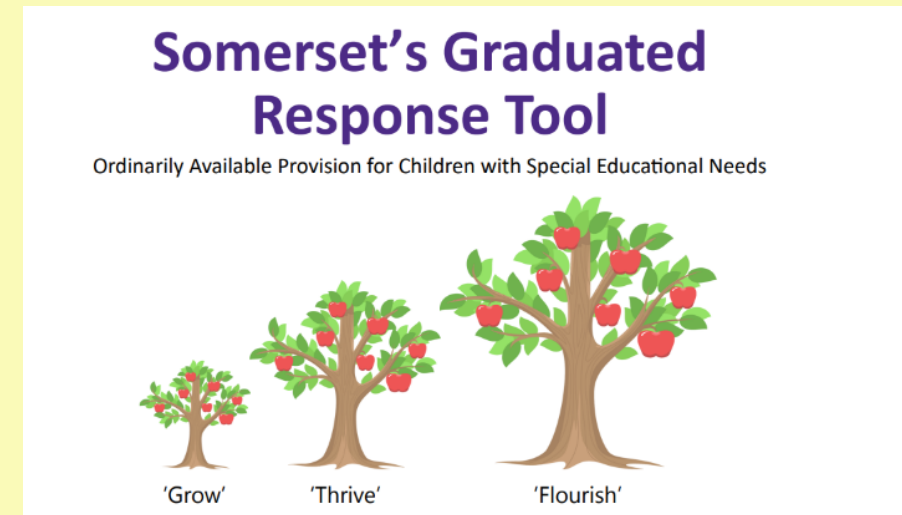




## *What provision is there for children at West Buckland Primary School and Nursery?*



- *There is a wide range of provision available at our school for students with SEND. This may include intervention support, adaptations to the curriculum, special equipment for example.*
- *We have a highly experienced team of teaching assistants who work in classes in the mornings supporting students based on their individual needs. These TAs then run interventions in the afternoons either academic or social and emotional to meet the needs of the children.*
- *Please see the Somerset Graduated Response Tool for more details of Universal and SEND support provision*
- *Somerset's Graduated Response Tool*





## *What sort of support can my child expect at the different levels of support?*



***All pupils*** examples: adapted outcomes; alternate recording methods, practical resources e.g. pencil grips, reading rulers, visual timetable, concrete resources, carefully considered seating, additional warnings/reminders, movement breaks

***Additional learning needs (Universal Provision)*** examples: class provision map, pre-teaching/over-learning, small group work, multi-sensory approach, precision teaching, differentiated resources, additional teacher input, access to other staff in school e.g. ELSA,

***Higher level learning needs (SEND support)*** examples: professional involvement, personalised support, intervention groups, regular review meetings, personal behaviour plan, catch up programmes, child added to the school's SEND register

***Complex learning needs (specialist provision)*** examples: EHCP, 1:1 support, outside agency involvement

## *How are resources allocated and matched to my child's needs?*

*At West Buckland Primary School and Nursery, we look at each child as an individual and support them in a way which suits them. We have a wide range of practical resources available in school and teachers work with the child to find what works best for them.*

*Through pupil progress meetings, we decide on the best use of our teaching assistants in targeting those children who would most benefit from interventions.*







## *What do school staff say are their responsibilities with regards to inclusion?*



*To ensure everything we put out for the children to play with/explore is accessible for everyone and that everyone has the opportunity to be included if they wish to – EYFS team member*

*TAs play a crucial role in promoting inclusion by supporting pupils with diverse needs, making all children feel valued, respected and given equal opportunities in a safe and welcoming learning environment. They work with teachers to implement strategies that enable all pupils to access the curriculum, participate fully and feel included– KS2 teaching assistant*

*Everyone feels included in everything we do, all of the time – EYFS team member*

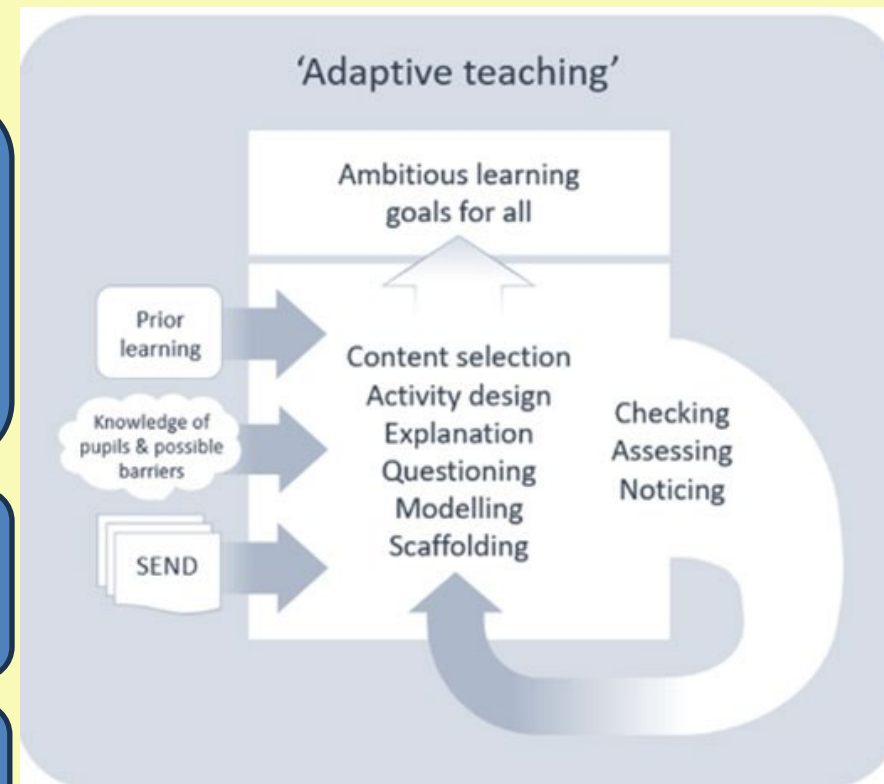
## *How will the school's approach be adapted to match my child's needs?*

*Most children will follow the same curriculum as their peers, with teachers adapting the lesson content to take account of your child's learning needs. Observation, marking and assessment inform teachers' planning to ensure all work is pitched at an appropriate level.*

*Support staff will help with your child's learning within the classroom through 1:1 or small group work.*

*Specific resources and strategies will be used to support your child individually or in groups.*

*Where appropriate we will offer a differentiated behaviour management plan for your child in line with professional advice.*





## *How will I know what progress my child is making?*



- *Each term, teachers discuss any challenges with the progress of children in their class, including those in our 'vulnerable' groups e.g. SEND, EAL, PP, through pupil progress meetings (PPMs) with the SENDCo. This enables conversations to be had about any children who may not be making progress, and what can be done to support this.*
- *All students' progress is shared with parents through our two parents' evenings and one written report each school year.*
  - *Students with SEND may also have:*
    - *Annual Review meetings (generally for students with an EHCP)*
    - *Interim progress meetings*
    - *Personalised Learning Plan reviews*
    - *Meetings with outside agencies*





## *How does West Buckland Primary School and Nursery support mental health and wellbeing?*



*West Buckland Primary School and Nursery is committed to the wellbeing of your child. We support our children's mental health and wellbeing through our curriculum and universal provision. Teaching and learning in this area encourages children to understand and explore their feelings, emotions and wellbeing.*

*We use 'Zones of Regulation' across the school, which helps children to identify their emotions and begin to learn strategies to support themselves when emotions get too big. As part of this, children 'check in' with their teachers in the mornings about how they are feeling, giving teachers an opportunity to put some support in straight away if necessary.*



*We follow the 1Decision scheme for our PSHE lessons which is taught weekly. The scheme enables children to build their skills and knowledge of personal, social and health education themes and then apply their learning to scenarios. The children get to make the '1 decision' and see how a scenario plays out – they also enjoy learning what might happen if they make the wrong decision. Children are supported according to their needs in these lessons.*

ZONES OF REGULATION!			
Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space





*What support will there be for my child's wellbeing?*



*If you have concerns about your child's mental health and wellbeing, please speak to your child's class teacher in the first instance. There may be strategies that can be implemented in class to support their needs. If your concerns continue, please speak to Mr Mann or Miss Littlechild who can further support you.*

*Mrs Steer, our school ELSA (Emotional Literacy Support Assistant) can work 1:1 with children or with small groups on aspects of their mental health and wellbeing. We also have 2 mental health first aiders – Mrs K James and Miss Littlechild. Mrs James holds daily sessions during lunchtime when children can spend time chatting through worries and/or sit inside and do a quiet activity.*

*Miss Littlechild is the school's Senior Mental Health Lead.*



## *What specialist services are available to support my child?*



*Additional agencies which the school may approach for support include:*

- *Educational Psychology Service (EPS)*
- *Child and Adolescent Mental Health Service (CAMHS)*
- *\*\* Children and Young People's Therapy Service (CYPTS) – includes services such as speech and language, occupational therapy Support services for hearing, visual or physical impairment*
- *\*\* Young Somerset – [Young Somerset](#)*

*\*\*these services accept referrals from parents/carers*





## *What training is made available to staff supporting students with SEND?*



*Staff training is targeted to the needs of the children within the setting and to meet the school's improvement priorities.*

*Our TAs have training in academic interventions such as ILI (individualised Literacy Intervention) and Number Detectives, as well as emotional support such as 'Draw and Talk'.*

*The whole school team has training in things such as autism awareness or emotion coaching/relational approach. Again, this is targeted to the needs of our children.*

*We also use an online training programme which enables the headteacher to allocate specific training modules as appropriate to each staff member's role.*



## *How accessible is the school environment?*

- *Most areas of the school are reasonably accessible, and we continue to improve our facilities by making the adjustments necessary to accommodate all of our students.*
- *Timetables and rooming can be adjusted to enable full access to the curriculum.*
- *Please see the school's Accessibility Plan for more details available at: [Policies - West Buckland Primary School](#)*







## *How will my child be included in activities outside of the classroom?*



- *Students with SEND are supported and encouraged to be fully involved in all aspects of school life.*
- *Individual arrangements (and risk assessments if necessary) are planned in advance to ensure they can be appropriately included on trips, offsite activities and extra-curricular events.*
- *For those students unable to participate in the usual curriculum sporting activities, appropriate adaptations will be made to ensure that they can join their peers.*





## *How will my child and I be involved in decision making and planning for their education?*



### *For parents/carers*

- *Open evenings*
- *Meetings with class teachers*
- *Home visit - reception pupils only as part of transition*
- *Phone calls home*
- *Open door policy*
- *EHCP annual reviews*



### *For children:*

- *Observations*
- *Pupil voice surveys*
- *1:1 conversations*
- *Through getting to know your child really well*



## *How will the school support my child during transition?*



***Coming into our school:*** West Buckland Primary School and Nursery talk to you about your child to learn all about them. Hopefully, we will have chance to meet your child/spend time with them before they start at the school through settling in sessions (in nursery) or a trial morning for children joining midway through the year further up the school. We host a transition morning early in July when new Reception children can spend time in their new school. There is also a 'Teddy Bears' Picnic' to support transition.



We will also be in touch with any nursery setting or previous school for information about your child. If your child has additional needs, a school entry planning meeting (for new reception pupils only) will be arranged with yourself as parents, the previous setting, school SENDCo, new teacher and any outside professionals involved with your child. This meeting will look at your child's strengths and needs and some targets will be written to support your child's first couple of months in school. These targets will then be reviewed within your child's first term in school.



Additional visits to the school may be arranged and the reception class teacher may make visits to see your child in their nursery setting. Home visits for new reception children may be arranged with the class teacher prior to starting with the school.





## *How will the school support my child during transition?*



***Leaving our school:*** Each secondary school has its own transition package to support children with additional needs moving from year 6 to year 7. Most of the schools include visits from secondary school staff to West Buckland to meet with the class teacher and SENDCo. This may involve discussions about the pupils and perhaps observations of the pupils in class. Some schools offer the chance for parents to meet with both primary and secondary SENDCos together to share information about their child. The SENDCo shares all pupil information with the receiving school SEND team and may invite the SENDCo to attend annual reviews with parents.

Some secondary schools offer additional transition days to support our vulnerable pupils alongside the July transition days for all pupils.







*Who should I contact for more information or if I am concerned about my child?*



*•Your child's class teacher should always be your first point of contact. They can then direct your concern to the right member of staff or escalate to the SENDCo if necessary.*

*•Jo Littlechild - SENDCo.*

*She is a qualified teacher with 20 years experience and holds the Postgraduate Certificate in Special Educational Needs Co-ordination. She is responsible for the day-to-day operation of the SEND policy.*

*[senco@wb.huish.education](mailto:senco@wb.huish.education)*

*01823 663376*





## *How will the school advise me if they have concerns about my child?*



- If we have concerns about any aspect of your child's school life, the most appropriate member of staff will contact you. This may be your child's class teacher or a member of the school's Senior Leadership Team.*
- Staff may also use other opportunities such as parents evening to let you know about any concerns.*
- If appropriate, the 'Assess, Plan, Do, Review' process will be used as part of the school's 'Graduated Response' to identify what needs to change and put in place support/strategies to help make this happen.*
- In line with the SEND Code of Practice, we will always inform parents/carers if special educational provision is being put in place for your child and they are being placed on the school's SEND register.*





## *What support does West Buckland Primary School and Nursery have for me as a parent of a child with SEND?*



*•Your child's class teacher, SENDCo and head teacher will be happy to offer any support they can.*



*•We can also signpost and/or refer you to other specialist support services...*

[Home \(somensetsend.org.uk\)](http://somensetsend.org.uk) SENDIAS

[Somerset's SEND Local Offer](#) The SEND Local Offer

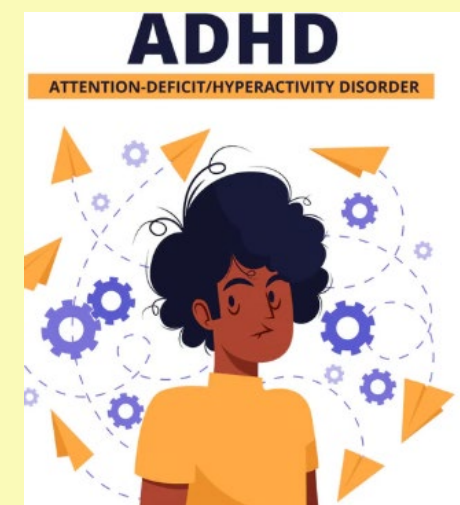
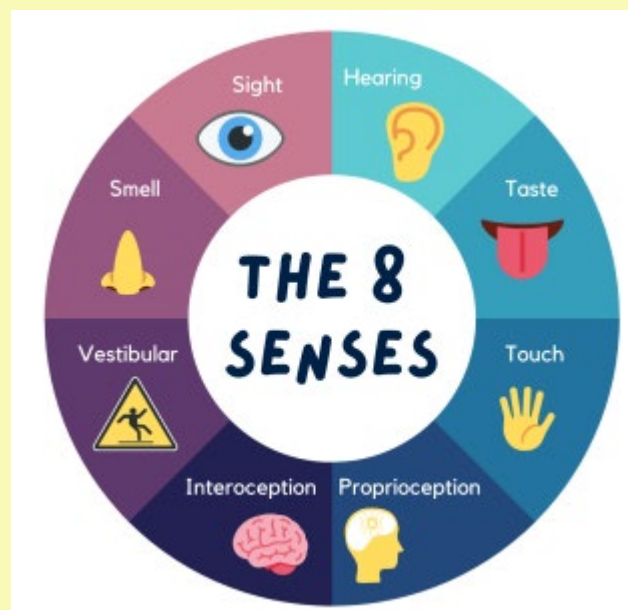
[Somerset Parent Carer Forum CIC Ltd \(not for profit\) company no. 10227489](#) Somerset's Parent Carer Forum

[Parent and Family Support Advisor \(PFSA\) – Professional Choices](#) PFSA

[Family Intervention Service \(somerset.gov.uk\)](http://somerset.gov.uk)  
FIS



*Useful resources for parents...  
click on the images.*







## *What should I do if I am not satisfied with a decision or what is happening?*



- *Your first point of contact is always the person responsible – this may be your child's class teacher, the SENDCo, our Designated Safeguarding Lead or the Head Teacher.*
- *You are encouraged to speak to them first and explain your concerns.*
- *If you are not satisfied that your concern has been addressed, then please ask for the contact information for their line manager.*
- *If you still feel the issues are unresolved, then please follow the school's complaints procedure [Policies - West Buckland Primary School](#)*
  
- *If your concern is with the Local Authority, then please contact the Somerset Parent Carer Forum Somerset Parent Carer Forum CIC Ltd (not for profit) company no. 10227489 or the Special Educational Needs and Disability Information and Advice Service (SENDIAS) - Home (somensetsend.org.uk).*

## *Glossary of terms*

**ADHD(Attention Deficit Hyperactivity Disorder)** A condition which can affect concentration, impulse control and activity levels.

**ASC/ASC (Autism Spectrum Condition/Disorder)** A neurodevelopmental condition that affects communication, social interaction and flexibility of thought.

**Annual Review** A yearly meeting to review the progress and needs of a pupil with an EHCP (see below), and to consider whether any changes are needed.

**CAMHS (Child and Adolescent Mental Health Services)** NHS services supporting children and young people with emotional, behavioural or mental health difficulties

**Differentiation/Adaption** Adapting teaching methods, tasks or resources to suit the individual needs of learners

**EHCP (Education, Health and Care Plan)** A legal document for children with significant and complex needs which sets out the support a child requires across education, health and social care.

**EHENA (Education, Health and Care Needs Assessment)** The formal assessment process carried out by the local authority to determine whether a child or young person requires an EHCP.

**EAL (English as an Additional Language)** A term used to identify pupils for whom English is not the first language.

**EPPLAC (Education and Personal Progress Plan for Looked After Children)**

**Graduated Response (APDR)** A four-part cycle (Assess, Plan, Do, Review) used by schools to provide increasingly targeted support for children with SEND

**Inclusion** Ensuring all children, regardless of ability or need, are welcomed, valued and supported to fully take part in school life.

**Intervention** A specific programme of additional support, usually time limited, designed to help a child progress in a particular area

**Occupational Therapy (OT)** An NHS service which supports children who have difficulties with everyday physical tasks, such as handwriting, balance or coordination.

**Personalised Learning Plan (PLP)** A document which describes strengths and needs of children on the SEND register, as well as detailing their short-term targets and strategies which support them.

**SALT (Speech and Language Therapy)** An NHS service who support children with speech, language and communication difficulties.

**SEMH (Social, Emotional and Mental Health)** One of the 4 categories of SEND which describes children experiencing difficulties their mental health, emotions and/or behaviour.

**SEN/SEND – Special Educational Needs/Special Educational Needs and Disabilities**

**SENDCo/SENCo (Special Educational Needs and Disabilities Coordinator)** The teacher responsible for coordinating SEND support within a school

**SEND Code of Practice** The statutory guidance that schools and local authorities much follow in identifying and supporting children with SEND

**SEND Register** An internal school record which records the learning differences or disabilities of the children who require support in school which is additional to or different from their peers.

**SEN/SEND Support** The level of support provided for pupils with SEND who do not have an EHCP but who require additional help and support to meet their needs.

**Sensory Processing Difficulties** A term used to describe a child who struggles to interpret or respond appropriately to sensory information from more than one sensory system e.g. vision, hearing, touch, smell, taste

**TAC/TAF (Team Around the Child/Family)** A multi-agency approach to support a child and family's needs involving both the family and outside agencies



*This report was presented to and approved by the school's Senior Leadership Team in September 2025.*

*This report was presented to and approved by the school's Governing Body in September 2025.*