

You can find more information on our SEND Information for Families on the school website www.pawlettprimaryschool.co.uk and on the Somerset Choices website www.somersetchoices.org.uk

Other information is available from:

- Somerset Education Support Services
Tel: 01823 334475
- SENDIAS A Somerset service which offers free, impartial support and advice to parents/carers and young people
Tel: 01823 355578
- Somerset Parent/Carer Forum
Tel: 01278 699397
- Young Minds- A charity offering advice to families and professionals.
Free helpline: 0808 8025544

Additional useful information:

- Somerset Education Health and Care Plan (EHCP) information
- <https://choices.somerset.gov.uk/025/local-offer/education-health-and-care-plan/>
- Special Education Needs and Disability Code of Practice 0-25 years – Jan 2015
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special Educational Needs and Disabilities: A Guide for parents and carers – March 2015
- <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

If you have any questions, or concerns, please do not hesitate to speak to your child's class teacher.



Somerset Core Standards

These education standards describe what all Somerset education settings can do for children and young people with special educational needs and/or disabilities (SEND)

A Guide to Special Educational Needs and Disabilities (SEND)

at:

Pawlett Primary School Academy

Ruth Baltzer
SENDCO

Emma Barker
Principal

Paul Scott
SEND Governor

Pawlett Primary School Academy
Tel: 01278 684151

Email: info@ppsa.theplt.org.uk
www.pawlettprimaryschool.co.uk



Pawlett Primary
School Academy

'Learning together. Growing together'



THE PRIORITY
LEARNING TRUST

SEND at our school

The term 'Special Educational Needs' (SEN) has a legal definition:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, which is different from or additional to that normally available to pupils of the same age, or has a significantly greater difficulty in learning than the majority of others of the same age.'

'A pupil may also have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age.'

SEND Code of Practice 2014

Some children may have SEN for a short period during their time in school. For others who have more complex needs, this could be longer term.

The main areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical
- Medical needs

The Graduated Approach

The class teacher will provide Quality First Teaching (QFT), known as Universal Support, as well as a highly differentiated curriculum to meet your child's needs where necessary.

In discussion with the families and SENDCo, if the class teacher feels that the child is not making expected progress, a concern will be raised and additional provision will be put in place. We follow an assess, plan, do, review cycle.



Many children receive support at this stage who will not necessarily have SEN.

If, despite QFT and additional support from interventions, the child is still not making expected progress, the SENDCo will arrange assessments to determine whether further interventions can take place or be used as evidence for a referral to outside professionals. Throughout this whole process parents/carers will be communicated with and will be informed if their child is identified as having SEND support needs.

External agencies could include for example: Speech and Language Therapy, Occupational Therapy, Educational Psychologist.

If your child's needs are identified as being 'High Needs' school may be able to apply for additional funding to put towards the support in school,

When a child's needs are identified as severe complex and lifelong by specialists or where there are specific barriers to learning that cannot be covered through our graduated approach then an Educational Health and Care Plan (EHCP) Assessment can be requested.

Working in Partnership

We work in partnership with families who know the child best to:

- Identify barriers to learning at the earliest stage possible
- Listen and respect the views of the child
- Listen and respect the views of the families
- Work together with specialists/external agencies
- Always consider the child's strengths and ensure they are valued and included
- Keep communication between home and school clear and regular to ensure the assess, plan, do, review cycle is monitored and is most impactful



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