



# Weare Academy

## C of E First School

All Can Achieve

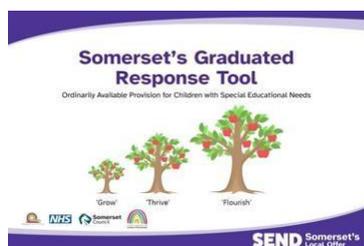
# SEND Information Report: 2025-26

Reviewed January 2026



## Introduction

This report helps you to understand how we support pupils with Special Educational Needs (SEN). It has some Questions and Answers that parents ask. You can also read our school's SEN Policy document. They have more information about SEN in our school. If you want to find out about how we support children with a disability or medical conditions, please read our Disability Policy and Medical Conditions Policy.



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 Weare Academy C of E First School. Please also read it in conjunction with our SEND policy that can be reached through our school website [here](#). ([www.weareacademy.co.uk](http://www.weareacademy.co.uk))

## About our school

Our school is a mainstream Academy School for children from 4-9 years of age, we also have a Pre-School for younger children aged from 2-4 years old. We are a member of the Wessex Learning Trust (WLT) and welcome everybody into our community. The staff, governors, pupils and parents/carers work together to make our school an inclusive, welcoming and happy place where children can achieve their full potential and develop as confident individuals.

Our SEND provision aims to fulfil the expectations of the Department for Education's SEN Code of Practice (2015) published expectations for all settings.

### 1

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We aim to ensure that:

- Children with SEND are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community. The school promotes a creative curriculum that encompasses core subjects such as English and Science into the wider curriculum.
- Children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess children with SEN as early and thoroughly as possible using the Code of Practice graduated response approach.
- Parents/carers and children are fully involved in the identification and assessment of SEND, and we strive for close co-operation between all agencies concerned.
- We meet the needs of all children with SEND by offering appropriate and flexible forms of educational provision and by the most efficient use of all available resources. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of the pupils.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

## Who can I talk to?



Mrs Chelsey Dover  
Headteacher  
Designated Safeguarding  
Lead



Ms Heather Cooke  
Deputy Headteacher  
SENDco



Mrs Lana Whittaker  
Pre-School Manager  
Early Years SENDco



Mrs Michelle Case  
SEN Local Partner

All can be contacted via the school office on 01934 732270

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## What is SEND?

At Weare, 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 2011)

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.

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

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

If your child is already at our school, please speak with the 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 Ms Cooke, 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.

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## 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"> <li>• Occupational Therapist</li> <li>• Speech &amp; Language Therapist (SALT)</li> <li>• Transition Workers</li> <li>• Early Identification mentor</li> </ul>

## Additional support

Additional support is intervention which may take place either in a small group, 1 to 1 or through use of specific resources. This may happen in the classroom or a group room and could be led by a teacher, teaching assistant (TA) or Emotional Literacy Support Assistant ([ELSA](#)). The school offer a variety of interventions which support your child’s development academically, emotionally and socially. These may include:

- 1:1 and group ELSA, Lego Therapy, Time to Talk, Social Communication Groups
- Phonics intervention groups
- Targeted maths interventions
- Speech & Language Intervention
- Forest School nurture groups

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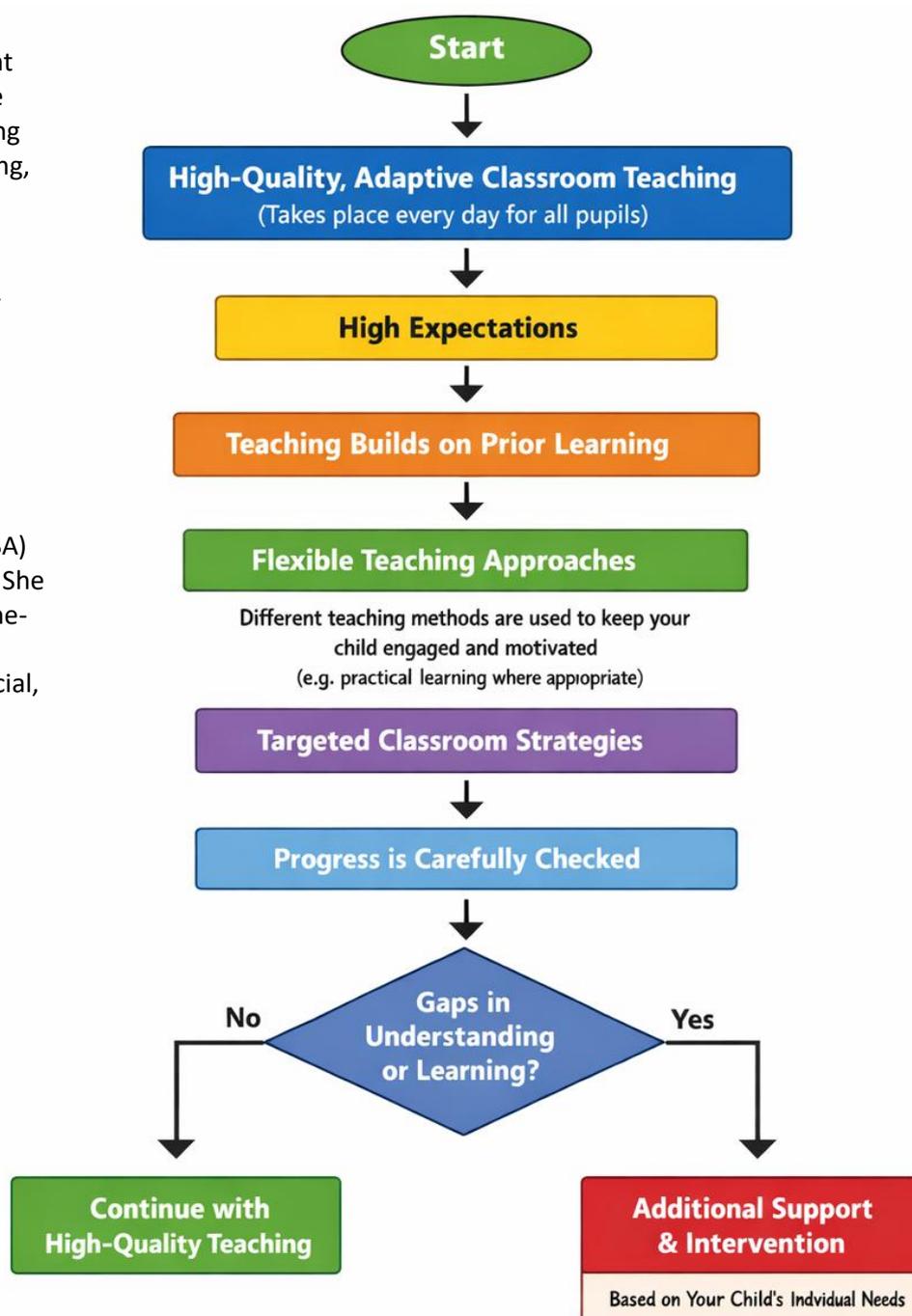


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## Who will support my child?

At Weare, we have an excellent and dedicated team who place great importance on a nurturing approach and on building strong, positive relationships with children, as this is key to their wellbeing and success. Our teachers work closely with our teaching assistants to support pupils and deliver targeted interventions throughout the school day.

Mrs Burgess is our Emotional Literacy Support Assistant (ELSA) and Mental Health First Aider. She works with pupils on both a one-to-one and group basis, with a strong focus on developing social, emotional and mental health skills.

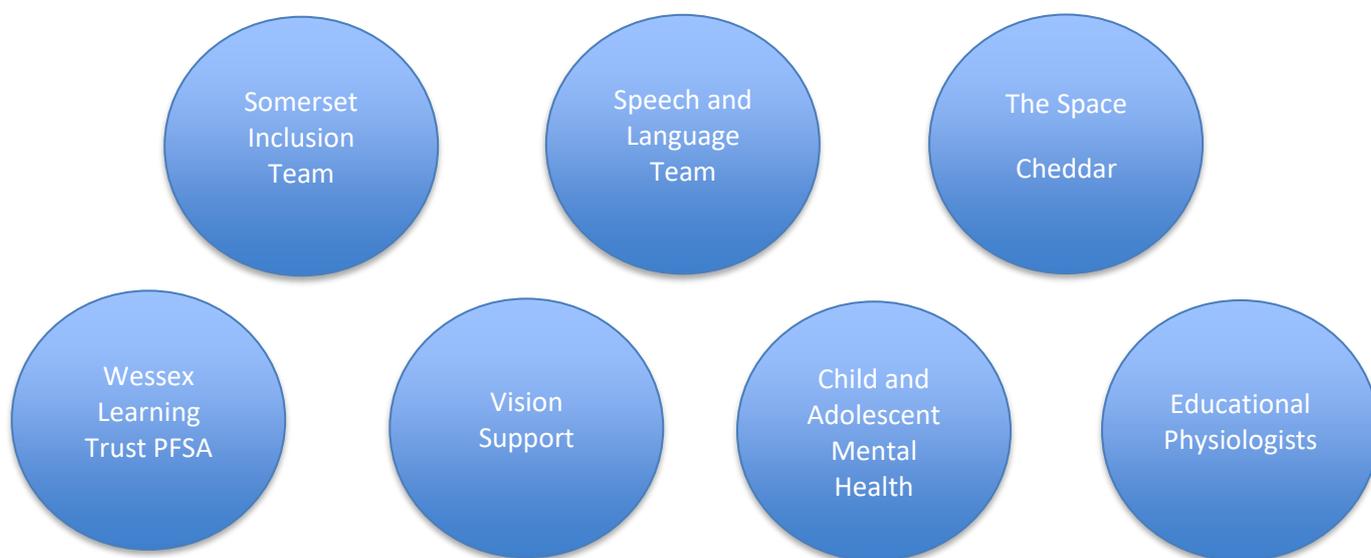


## How do we work with parents?

For us at Weare, 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 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:



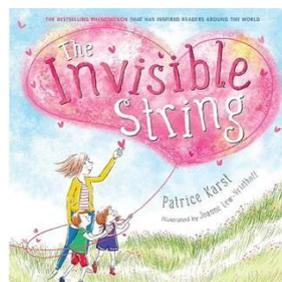
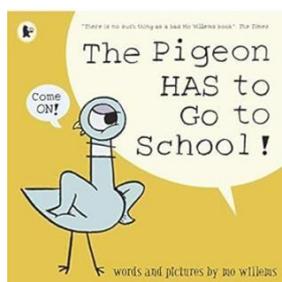
## How do we support transitions?

We recognise that 'moving on' can be difficult for a child with SEND and we take various steps to ensure that this transition is as smooth as possible. We encourage all new children to visit the school prior to starting with us. For children with identified SEND joining the school in Reception, we work with their pre-school setting and area SENCO to hold School Entry Planning meetings 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.

For children with SEND who are moving on to middle school at the end of Y4 or who move elsewhere at different points in their school life, we liaise closely with their next setting. We offer additional transition visits to the next school if a child is feeling apprehensive or feel that it would be beneficial to make the transition a smoother process. We liaise closely with staff when receiving and transferring children from and to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has an EHCP and is moving to a new school, we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

Moving into a new class: During 'Moving Up' mornings towards the end of the summer term, children spend time in their new classroom with their new teacher. The children take part in fun 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.

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



## What if my child has SEN and is not able to attend school?

Children with SEN still have to come to school. If this is a challenge for you and your child, we will work with you to find way so to overcome this. Our aim is always to find a way to get your child back into school as soon as possible. If your child is ill, you must inform the school. If your child is unable to attend school due to a medical need, we will work with you to provide an appropriate level of education during your child's necessary absence. In the event of the school having concerns about a child's attendance, we have a duty of care to respond to this appropriately. This may involve professionals from the WLT, the Local Authority, Social Services or Police.

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## Who else can I contact outside of the school?

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://somersteparentcarerforum.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.

NHS Somerset: [www.somersetft.nhs.uk](http://www.somersetft.nhs.uk)

### **Mental Health:**

Young Minds: <https://www.youngminds.org.uk/>

The Space: <https://www.thespacesomerset.org.uk/>

Young Somerset: <https://www.youngsomerset.org.uk/>

## Declaration

This SEND Information Report has been written by the SENDCo in conjunction with the Headteacher, Local Partner and parents of pupils with SEN and it will be reviewed annually.



## Appendix 1



# Weare Academy C of E First School

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## Communication with Parents and Carers of Pupils with SEND

At Weare Academy CofE First School, we believe that positive communication between home and school is essential to supporting pupils with Special Educational Needs and Disabilities (SEND). This offer explains who to contact, how we communicate, and what parents can expect.

### Our Commitment

We will:

- Listen to parents' views and concerns
- Communicate clearly and honestly
- Share information regularly, not just when there is a problem
- Work in partnership to support each child's progress and wellbeing

### Who to Contact

#### Class Teacher

- First point of contact for day-to-day concerns, classroom support & pupil progress, Individual Learning Plans (ILPs)
- Contact via: **Class Dojo/phone via office**
- Response time: **within 2 school days**

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### SENCO – Ms. Cooke

- For SEND identification, professional assessment and interventions
- Contact via: **SenCo@weareacademy.co.uk / School Office to arrange an appointment**
- Response time: **within 3–5 school days**

### Headteacher – Mrs Dover

- For escalated concerns or unresolved issues
- Contact via: **School Office to arrange an appointment**

## How We Communicate

### Identifying SEND

When a SEND concern is identified:

- Parents will be contacted by the class teacher or SENCO
- Concerns and next steps will be discussed
- Further support will be agreed together

This will usually happen **within 2 weeks** of concerns being raised.

## The SEND Register

If the decision is made to add your child to the SEND register, this will be discussed with you first and then you will receive a letter from the school confirming this.

### Individual Learning Plans (ILPs)

If your child has an ILP:

- You will receive a copy of the plan
- Targets will be SMART, linked to areas of needs and reviewed regularly
- ILPs are reviewed **three times a year**, and parents will be invited to meet with the class teacher to be informed of progress

### Interventions

If your child receives additional support:

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- We will explain:
  - What the support is
  - How often it takes place
  - What it aims to improve
- Impact is reviewed regularly and support adjusted if needed

## Meetings and Updates

Parents of pupils with SEND can expect:

- Updates at parents' evenings
- Planned contact after ILP reviews
- Additional communication if support or needs change

Parents may request a meeting with the class teacher and/or SENCO at any time in the APDR cycle. Meetings are usually offered as soon as convenient but always **within 2 weeks**.

## Working Together

We value parents as partners and experts on their children. We ask parents to:

- Share concerns early
- Attend meetings where possible
- Let us know about changes that may affect school

## If You Are Concerned

If communication is not meeting your needs:

1. Speak to the class teacher
2. Contact the SENCO
3. Contact the Headteacher

We aim to resolve concerns quickly and respectfully.

