

You can find more detailed information in our SEND Information for Families on our school website [www.wembdonstgeorges.co.uk](http://www.wembdonstgeorges.co.uk) and the Somerset Choices website. [www.somersetchoices.org.uk](http://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 parent/carers and young people*

Tel: 01823 355 578

Somerset Parent/Carer Forum

Tel: 01278 699397

*Young Minds – A charity offering advice to parents and professionals*

Free helpline: 0808 802 5544

**Also there is information and publications available, listed below**

Somerset Education Health and Care Plan information (EHCP) [https://somerset.local-offer.org/information/4-ehc-plans#education,-health-and-care-plan-\(ehcp\)-assessment](https://somerset.local-offer.org/information/4-ehc-plans#education,-health-and-care-plan-(ehcp)-assessment)

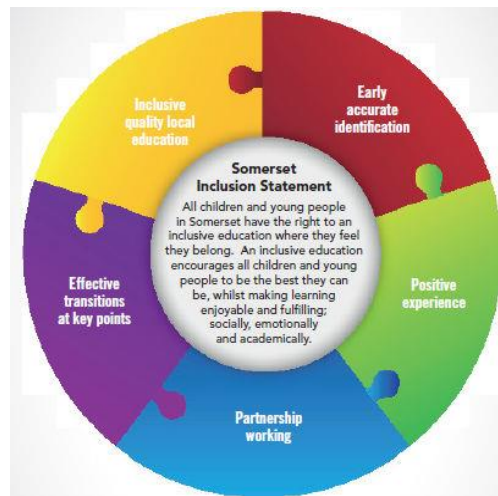
*Special Education Needs and Disability Code of Practice: 0 – 25 years - January 2015*

*Special Educational Needs and Disability A guide for Parents and Carers - August 2014*

<https://www.gov.uk/schools-colleges-childrens-services/special-educational-needs-disabilities>



*If you have any questions or concerns, please don't hesitate to speak to your child's class teacher.*



Somerset Core Standards. These education standards describe what all Somerset schools, settings and colleges can do for children and young people with special educational needs and/or disability (SEND).

## A Parents' and Carers' Guide to Special Educational Needs and Disability (SEND)

at

### Wembdon St George's Church School

Mrs A Bulley (SENDCo)

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(Head Teacher)

Wembdon St George's Church School

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## SEND at our school

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

*'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.*

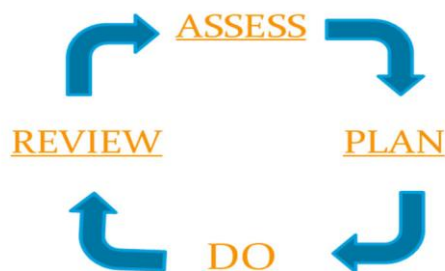
*A pupil may also have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age'.*

SEND Code of Practice 2014

**Some children** may have a special educational need for a **short time** during their time in school. For others' who have more complex needs, this will be **longer term**. The four main areas of need are:

Communication and Interaction  
Cognition and Learning  
Social, Emotional and Mental Health  
Sensory and/or Physical

*A child may also have Medical needs.*



## The Graduated Approach

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

In discussion with parents' and the SENDCO, if it is felt by the class teacher that your child is not making his/her expected progress then a concern will be raised and additional provision put in place.

**Many children receive support at this stage who will not necessary have Special Educational Needs.**

If, despite high quality teaching and additional support from interventions, your child has still not made progress, the SENDCO will arrange for further assessments to determine whether further appropriate interventions can take place or to be used as evidence for a referral to outside professionals. Parents will be informed that their child has been identified as having **SEND Support** needs.

External agencies could include Speech and Language therapy, Occupational Therapy, School 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 educational needs are identified as **severe, complex and lifelong** by specialists or where there are **specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups** then an **Educational Health and Care Plan** (EHCP) Assessment can be requested.

## Parent/Carer Partnerships

We work in partnership with the people who know the child best - the parents and carers to:

identify barriers to learning at the earliest stage  
listen to the **views of the child**  
listen to the **views of parent/carers**  
Work alongside parents'/carers' and specialists  
consider the child's areas of strengths to ensure they feel valued and included  
keep parents/carers updated with provision in school and progress made