

**Wookey Primary  
School  
SEND information  
report  
2025/26**





# The Graduated Response at Wookey

## Step 1. Teacher Initial Concern (Universal)

Teacher and parent meet to discuss concerns and complete **Quick Checkers**

Teacher and parent reflect on **Universal Barriers and Strategies Record** working through identified areas of need where there is a concern and highlight barriers.

Teacher completes additional assessments outlined in the Universal Barriers and Strategies Record in the areas identified as a concern

Teacher puts in place targeted high quality teaching to address identified gaps in learning, referring to Universal Barriers and Strategies

SENCO is notified and adds child to 'monitoring' list.

Parent and teacher meet. Has the child made satisfactory progress through high quality teaching?

Yes

Teacher continues with these adaptations

No

Teacher completes an **Initial Cause for Concern Form** with parent consent and sends to the SENCO along with evidence.

## Step 2. Targeted Support (SEN Support)

Teacher, parent and SENCO start next cycle of Assess, Plan, Do, Review Using the **APDR and IEP Document** agreeing outcomes and targeted provision from the **SEN Support Strategies**.

Parent and teacher review progress during IEP meetings. Has the child made satisfactory progress through targeted support?

Yes

Continue with the targeted support - further cycle of APDR using the **APDR and IEP Document** or maintain Universal adaptations if concerns have reduced.

No

SENCO completes more diagnostic assessment using **SEN Support Assessments**  
Teacher, parent and child agree further outcomes and targeted provision - start next APDR cycle using **APDR and IEP Document**

Parent and teacher review progress during IEP meetings. Has the child made satisfactory progress through targeted support?

Yes

Continue with the targeted support - further cycle of APDR or maintain universal adaptations if concerns have reduced

No

SENCO to seek guidance through the Inclusion Advice Line to identify an appropriate next step or necessary professional involvements  
Teacher, parent and child agree further outcomes and targeted provision - starts next cycle of APDR using **APDR and IEP Document**

Parent and teacher review progress during IEP meetings. Has the child made satisfactory progress through targeted support?

Yes

Continue with the targeted support - Further APDR cycle or maintain Universal adaptations if concerns have reduced

No

## Step 3. Complex/High Needs Support (EHCP)

If a child is not making sufficient progress despite a graduated response being implemented where 'the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child (CoP 6.63), then a statutory EHCNA could be considered

## The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of special educational needs. These needs are broken down into four broad areas: Cognition and Learning; Communication and Interaction; Social, Emotional, and Mental Health (SEMH); Sensory and Physical.

### **Communication and interaction:**

#### **Autism Spectrum Condition (ASC)**

**Speech, Language and Communication Needs (SLCN):** challenges in understanding or using spoken language effectively

### **Cognition and learning:**

**Specific Learning Difficulties (SpLD):** Includes dyslexia, dyscalculia and dyspraxia

**Moderate Learning Difficulties (MLD):** Challenges in learning that impact intellectual functions and adaptive behaviour

### **Social, Emotional and Mental Health:**

**Recognised conditions or difficulties:** Attention Deficit Hyperactivity Disorder (ADHD) Anxiety, Obsessive Compulsive Disorder (OCD), emotional based school avoidance (EBSA)

**Non-specific difficulties with:** Emotional regulation leading to behaviour that affects learning and interactions with peers and/or adults.

### **Sensory and/or physical needs:**

**For example:** visual impairment, hearing impairment, epilepsy, physical disabilities

## Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment three times an academic year using a range of evidence-based assessments. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will use Wookey's Graduated Response Flowchart (adapted from Somerset's Graduated

response Toolkit) Class teachers will ensure they have met and assessed children's needs at a universal level before an initial SEN concerns form is completed and shared with the school SENCO.

## **Consulting and involving pupils and parents**

We will have an early discussion with a pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

## **Assessing pupils' progress towards outcomes**

We will follow the Wookey's Graduated Response Flowchart and the four-part cycle of assess, plan, do, review shown on each child's Pupil Profile.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

## **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the secondary school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

To prepare pupils for transition, all pupils have an induction session at their new school. Children with SEN will be offered an additional day to visit their

new school and meet key adults. The SENCO will ensure that every child with SEN receives an enhanced transition to their new school, working alongside outside agencies, where appropriate, and school staff.

## **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Class teachers will use Somerset's Universal Barriers and Provision Record to ensure they have embedded strategies that meet a multitude of needs.

We will also provide the following interventions where appropriate:

- Sensory Circuits
- Twinkl Phonics Catch Up Sessions
- Twinkl Decoders KS2 phonics sessions
- Toe by Toe (multisensory phonics intervention)
- Social Communication (Talk About)
- Precision Teaching (reading and spelling)
- Paired Reading
- Individualised Literacy Intervention (ILI)
- Emotional Literacy Support Assistant (ELSA) sessions
- Lego Therapy
- Forest School
- Fluency Bee (maths)

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our use of resources when teaching, for example using concrete manipulatives when teaching maths, or providing vocabulary mats and grammar prompts
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Providing quiet spaces for those who struggle to focus or need support with emotional dysregulation

## Additional support for learning

We work with the following agencies to provide support for pupils with SEN:

- CAMHS – The Child and adolescent mental health service
- CAOT - Children's Autism Outreach Team
- Children's Social Care (Children with Disabilities) – Somerset's Disabled Children and Young People's Service
- EPS - Educational Psychology Service
- FIS – Family Intervention Service
- Hearing Support Service
- ITS – Integrated Therapy Service - Occupational Therapy, Speech and Language
- Mental Health Support Team (MHST)
- Occupational Therapy Service (Children with Disabilities)
- PFSA - Parent and Family Support Advisor
- Access to Assistive Technology Team – Physical Impairment and Medical Support Team & Special Educational Needs Assistive Technology Advisory Service
- Virtual School - Education and learning, Information, advice and guidance
- VST - Vision Support Team

## Expertise and training of staff

Our SENCO has 7 years of experience in this role and teaches a year 3/4 class. They have completed the SENCO award and are a trained Senior Mental Health Lead, Youth Mental Health First Aider and Deputy Designated Safeguarding Lead (DDSL).

They are allocated 3 days a week to manage SEN provision.

We have a team of 9 teaching assistants, including 1 higher-level teaching assistant (HLTA), who are all able to deliver SEN provision.

School staff have received a variety of different training opportunities. In the past two years, staff have received the following training opportunities:

- Working with The Traumatized Child (3 TAs and SENCO)
- Trauma Informed Somerset: Trauma Informed Therapeutic Approaches (1 TA and SENCO)
- Trauma Informed Somerset: Emotion Coaching (1 teacher and SENCO)
- Trauma Informed Somerset: Restorative Approaches (SENCO)
- Trauma Informed Somerset: Developing a Relational Policy (SENCO)
- Social Story Awareness Training (SENCO)
- Block Therapy (1 TA)
- Individualised Literacy Intervention (1 TA)
- Number Detectives (1 TA, 1 teacher)

- Spelling Detectives (1 TA)
- ELSA (1 TA)
- Forest School (1 TA)
- Roots to Shoots Trauma Informed Practice (whole school)
- In-house Relational Approach to behaviour INSETs (whole school)
- Youth Mental Health First Aid (1 TA and SENCO)

## Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term using their Pupil Profiles
- Reviewing the impact of interventions at appropriate times throughout the year
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- SEN Governor and SENCO auditing SEN annually

## Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils in years 5 and 6 are encouraged to go on our residential trips.

All pupils are encouraged to take part in school trips, play performances and sports days

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our [accessibility plan](#) covers:

How we enable disabled pupils to take full advantage of the education, benefits, facilities and services we provide

## Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

At Wookey, we are committed to enhancing emotional and social development by embedding a trauma-informed relational approach to behaviour management. This approach prioritises building strong, supportive relationships as a foundation for positive behaviour and learning. To ensure the effectiveness of our strategies, senior leaders actively utilise the Somerset Wellbeing Framework to regularly audit and improve our provision. This ongoing evaluation process allows us to identify areas for growth and ensure that our practices are aligned with the best interests of our children, fostering an environment where all learners can thrive emotionally and socially. See our [Relational Behaviour Policy](#) and [one-page overview](#) for more information.

In addition to our relational approach:

- All children, including those with SEN receive PSHE teaching from their class teachers which covers the themes: health and wellbeing, relationships, and living in the wider world
- Many children, including those with SEN participate in Intervention groups which positively impact wellbeing and mental health, such as ELSA, Talk About or Forest School
- Pupils with SEN may be part of small social communication groups, such as Talk About and Lego Therapy to promote teamwork/building friendships where necessary
- All children, including those with SEN take part in daily calm sessions, such as meditation, yoga, reflection time, breathing exercises, calm colouring

## Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## Contact details of support services for parents of pupils with SEN

**Somerset SENDIAS** provides information, advice and support about Special Educational Needs and Disability for parent carers, children and young people (up to the age of 25), including Independent Support to help through the Education, Health and Care (EHC) Assessment and Plan process. The service is free, confidential and impartial.

To find out more:

Phone: 01823 355578

Email: [somersetsemdias@somerset.gov.uk](mailto:somersetsemdias@somerset.gov.uk)

Visit their website: [www.somersetsemd.org.uk](http://www.somersetsemd.org.uk)

## Our Local Offer

Our local authority's local offer is published here:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>