SSPS SEND Information Report – Full version

School	South Somerset Partnership School
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Welcome to our SEND information report. This forms part of the Somerset Local Offer for learners with Special Educational Needs and Disabilities (SEND). Details of the Somerset Local Offer can be found at https://www.somersetchoices.org.uk/family/information-andadvice/somersets-local-offer/

All governing bodies of maintained schools have a legal duty to publish information on their website about their provision for pupils with SEND. The information published must be updated annually. The required information is defined in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

This information report has been produced with pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

Our approach to teaching young people with SEND

South Somerset Partnership School is a complex Pupil Referral Unit (PRU) and is a split site school with varying SEND needs. All of our pupils are at risk of exclusion, have been permanently excluded, or have medical or mental health needs that require a period of time out of school.

We believe that each pupil has individual and unique needs. We acknowledge that a significant proportion of pupils will have special educational needs and/or disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need extra support for a short period to help them overcome more temporary needs. If pupils are to achieve their full potential, we must recognise this and plan accordingly. We aim to provide all pupils with strategies to support their needs in a nurturing environment, and to give them meaningful access to the curriculum.

The mission statement for South Somerset Partnership School is 'My vision is not that you survive, but that you thrive with passion, compassion, humour and style,' and this applies to every pupil who attends our school.

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Special Educational Needs (SEN) that are provided for at SSPS

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The Code of Practice (2014) provides an overview of the range of needs supported in schools which is divided into 4 broad areas. These areas include;

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), mental health needs.
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

At South Somerset Partnership School we are able to cater for pupils from KS1 – KS4 and we have the flexibility to work with pupils in a variety of ways within our centres, as well as through outreach support. We are a fully inclusive school who provide education to pupils who cannot access mainstream provision, or who have complex needs. We deliver a morew personalised curriculum to cater for individual pupils, and pupils are taught in small groups where staff plan and deliver lessons to fill individual gaps in learning.

We value high quality teaching for all learners. We want every young person to achieve their very best to give them the best possible chances of being successful in their adult lives.

How we identify pupils with SEND

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The Code of Practice (2014) states that:
''A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.''

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages. When a pupil arrives at SSPS we use information from:

- primary school teachers, SATs test results
- Cognitive Ability Tests and Wide Range Achievement Tests
- parents/carers, induction information
- subject teachers knowledge of the pupil
- specialist colleagues, external agencies

Class teachers will make regular assessments of progress for 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, SEMH needs. We regularly THRIVE assess all of our pupils as a progress measurement for their social, emotional and mental health needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. However, a class teacher may discuss this with the SENCO during termly SEND review meetings.

If your child needs an assessment, we will use a range of tools to identify needs, depending on the area of support required, and request specialised assessments if required.

When deciding whether special educational provision is required, we will start with the desired outcomes, and the views and wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How parents of young people with SEND are involved in the planning of their child's education

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On entry to the school, every child is allocated a named key adult for parents to speak to at any time, should you have concerns.

We aim to create a learning environment which is flexible enough to meet the needs of all pupils. We monitor the progress of all learners, and our teachers and support staff continually assess pupils' progress to ensure that high quality learning is taking place.

We conduct parents evening once a year and send out written reports plus two progress data reports a year. This is an opportunity to review the progress your child is making towards their learning outcomes, and highlight any concerns. A graduated response is followed and at the next meeting we will review the progress made.

Who do I talk to if I have concerns?

1. Speak to your child's class teacher.
2. If your concerns remain, please make an appointment with the **SENCO** (Mrs Claire Martin)
3. If you feel that your concerns have not been resolved you can make an appointment with the Head Teacher, Deputy Head or Assistant Head.

How young people with SEND are involved in the planning of their own education

The views of young people are valued at SSPS and they are encouraged to share them in a variety of ways.

- All pupils will complete a Learning Passport with their tutors, which explains how teachers can meet their needs in the classroom. The passport will also support teachers' in understanding the strengths of each pupil, and their interests.
- Pupils with EHC plans will be asked to attend and give their views at an annual person-centred review. If they are unable to attend, we will collate their views prior to the meeting and ensure that these are shared.
- Pupil views may be requested as direct feedback for policies and procedures within the school.

How parents and carers are involved in the assessment and review of educational outcomes

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We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through:

- Parents evening
- Learning passports
- Email and telephone calls
- Appointments made with individual teachers
- Annual reviews (for those with an Education Health Care Plan.)

The school provides information for parents through:

- Information on the website – please see our SEND and Additional Needs page.
- Letters home
- Parents evening, written reports and progress reports.
- Contact with teachers
- SEND newsletters

What we do to support young people with SEND

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. Pathway documents capture this information for each pupil and are reviewed regularly. They provide information on assessment, attainment, social and emotional development and the destination and next steps for each pupil.

All teachers and support staff are involved in completing these documents and are made aware of the individual needs of each pupil, their targets or outcomes, and the teaching strategies or approaches that are required.

In the first instance work will be set at an appropriate level by the class teacher to meet the needs of the young person. Teaching staff plan and deliver lessons according to the specific needs of all pupils in their groups, and will ensure your child's needs are provided for.

If additional support is required, specific strategies or approaches may be implemented. These may include individual or small group literacy programmes, individual or small group social and emotional development programmes or individual programmes to meet specific needs. This is reviewed for impact at regular intervals, during termly SEND review meetings.

We ensure that exam access arrangements and reasonable adjustments are in place for pupils with learning disabilities, such as: readers, laptops, scribes, extra time, adapted exam papers, in line with pupils normal way of working.
How young people with SEND are supported as they move between educational settings and are prepared for adult life
We recognise that transitions can be difficult for any child, and especially those with specific needs, and we ensure any transition is as smooth as possible. If your child returns to mainstream school, or moves onto specialist provision, we will contact the school and ensure they know about any special arrangements that need to be made. We will ensure records are passed on as soon as possible, and support with visits to the new setting where appropriate. SSPS works closely with local colleges and providers to support a smooth transition into Post 16 education. We ensure that all records are passed on as soon as possible and information about your child is shared with new teachers/tutors. In Key Stage 4 if your child has a statement or EHCP they will meet with professionals from post-16 provision to create a plan for their post -16 transition. If a pupil requires a change of placement, dependent on need, we will discuss with parents so that transition can take place for the parent and child in line with County procedures.
What we do to adapt the learning environment to meet the needs of our pupils

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

- Differentiating our curriculum to ensure all pupils are able to access it. For example, by grouping, 1:1 work, teaching style, lesson content.
- Adapting our resources.
- Adapting our teaching to respond to the strengths and needs of individual pupils.
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font etc.
- Differentiating individual lessons. For example, giving longer processing times, preteaching key vocabulary, repeating instructions and providing visual prompts etc.
- Ensuring staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- Work in partnership with parents/carers, pupils and external agencies to cater for young peoples' special educational needs and disabilities.
- Identify special educational needs at the earliest opportunity to ensure early intervention and support.

Most areas of the school are accessible to all and if required we will make reasonable adjustments to ensure all pupils have full access to the curriculum.

How we ensure our staff are trained to meet the needs of our pupils, including specialist support

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We have regular access to specialist services to support us in meeting the needs of young people with SEND such as the Educational Psychology Service, Speech & Language team, Physical & Sensory service, Autism and Communication Service, and the Learning Support Service.

We use a graduated approach when supporting pupils, which involves early identification of need, specific assessments when required, implementation of interventions or key strategies, and effective tracking and monitoring of progress. This forms the Assess, Plan, Do, Review Cycle.

The school has a development plan which identifies training needs for all staff in order to support the teaching and learning of all pupils. Whole staff training is regularly provided and supports staff in sharing knowledge, strategies and experience, ensuring consistency of approach for all pupils, including pupils with SEND needs.

SSPS also provides weekly CPD for all teaching staff on a range of topics in line with the school development plan.

Individual teaching staff also attend training courses run by outside agencies that are relevant to the specific needs of pupils in their centres.

How we evaluate the effectiveness of our provision for children with SEND

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We monitor children's academic progress through formative and summative assessments. This information is shared with parents and pupils on a termly basis.

The progress of children with SEND is monitored by both the class teacher and the SENCO using formal and informal assessments made during daily lessons.

This information is then used to evaluate the effectiveness of the support that is given. We also gather information from parents/carers, pupils, and other professionals, where necessary.

Regular meetings are held with the class teacher and SENCO each term to discuss any concerns and to set targets for the following term. These targets are then reviewed for impact, and adapted or continued as required.

Other methods of evaluation include;

- Book scrutiny
- Provision mapping
- SENCO/SLT/Governor monitoring
- Learning walks
- Observations
- Consultation with parents and pupils
- Sharing of good practise with other settings
- Consultation with professionals
- By measuring progress through the use of data and provision mapping.

How we enable young people with SEN to engage in activities available to children without SEN

We enable all children to engage fully in all aspects of school life. We do not see SEN as a barrier to accessing the full curriculum and ensure that children with SEN are fully included in all activities in order to promote the highest levels of achievement.

We do this by;

- Encouraging all pupils to take part in trips to enhance their learning, supported by a teaching assistant.

- Ensuring pupils with SEND support have appropriate planning and support to ensure they can access trips and reasonable adjustments will be made.
- Ensuring that all pupils have access to the school curriculum and all school activities, for example, by providing supported learning.
- We support pupils to learn about their local community through the use of outdoor THRIVE lessons. We ensure our pupils with the most significant needs are given the opportunity to experience specialist community support.

How we support the emotional and social development of young people

As a Pupil Referral Unit, specialising in SEMH needs, South Somerset Partnership School is a THRIVE school. THRIVE is based on established neuroscience, attachment theory and child development. The Thrive Approach provides training and an online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn. Thrive aims to support children by meeting their needs at the developmental stage they are currently working within.

Parents will be able to monitor their child's progress through progress reports and parents evenings and their THRIVE assessment will be shared at parents evening (this is a measure of social and emotional development.)

We have a pastoral leader support system to ensure pupils have regular contact when needed during school time.

Our medical pupils have regular contact with CAMHs.

We may refer to an Educational Psychologist to support with mental health needs.

We have a PFSA, Debbie Wakefield, who can support parents.

How we involve other bodies in supporting the needs of young people

If a young person or family needs support, a referral can be made for support from another agency.

It may be that an Early Help Assessment is required, which captures all needs of a child and their family at the earliest opportunity and ensures that the necessary help and support is put in place. You will be asked for permission in order to complete an EHA. For more information about Early Help Assessments, you can visit http://professionalchoices.org.uk/children-young-peoples-services

Some of the agencies we may need to refer to via an EHA are;

- Educational Psychologist for mental health and learning support.
- Learning Support Team for specific learning need support.
- Children and young peoples Mental Health support (CAMHS.)
- Integrated Therapy Service for support with sensory needs.
- Autism and Communication Team.
- Hearing or visual support teams.
- OT services for sensory, physical and Occupational Therapy support.

We will always involve and inform you if we feel a referral to these services would be beneficial.

Complaints and other support services

If you have a complaint and you have followed the avenues above, you can refer to the complaints procedure available on the SSPS website.

For informal SEND support you can refer to the following organisations for impartial or legal advice.

SENDIASS – (Special Educational Needs and Disability Information, Advice and Support) can give young people (aged 0 to 25) and their parent/carers information, advice and support about SEND. Telephone 01823 355578

Email SomersetSENDIAS@somerset.gov.uk

IPSEA – Independent Provider of Special Education Advice.
https://www.ipsea.org.uk/Pages/Category/who-we-are **SPCF** – Somerset Parent Carer Forum
https://somersetparentcarerforum.org.uk

Dated:	September 2025	Due for review:	September 2026
Signed:	Claire Martin		

Parent feedback :	Parents' requested this information in leaflet form so that they can take it away with them and not have to go online to download/print. They would like this information at the start of the year as a hardcopy. This can be added to induction packs.
Pupil feedback:	Questionnaire to be sent out