



Special Educational Needs and Disabilities (SEND) Information Report 2024 – 2025

The aim of our information report is to inform parents and carers about how we welcome, support and make effective provision to include children with special educational needs and/or disabilities (SEND). This report should be read in conjunction with the Lighthouse School Partnership SEND policy (which contains links to other agencies and Local Authority support), our Accessibility policy and our Anti-Bullying Policy – all of which can be accessed via this link to our [Policies](#) page on our school website.



Ms Ford is our Special Educational Needs and Disabilities Co-ordinator (often referred to as our SENDCo). She is contactable via the school office on 01934 852446 or via email. She works predominantly on Tuesdays and Wednesdays in school.

Ms Ford has completed her NASENCo qualification, which is the national award for Special Educational Needs Co-ordination. She also works closely with our Learning Mentor to ensure all pupils are supported in a mental health capacity – whether for short periods of time or on a more regular basis as required.

Mrs Ford is our Learning Mentor. She has designated time in the week to work with pupils who may need some short-term support – someone to talk to about a problem they are experiencing or a challenge they are facing in their lives. Mrs Ford is ELSA trained and part of our mental health and well-being team. She is also trained in mental health first-aid.



Our School

Churchill C of E Primary School is an inclusive, mainstream church school situated in the village of Langford, near Churchill. We are a one-form entry primary school with 205 pupils on role (September 2024). We have a large, level site, which is accessible by wheel chair, disabled toilet facilities and a disabled parking bay. We are also blessed with a generous school field and outside playground area.

Our school has a reputation for being ‘a family with a big heart’ and our families frequently highlight how they enjoy the school’s welcoming atmosphere. We see learning as a lifelong journey and we embrace a philosophy that mistakes are evidence we are learning. We believe that each child’s potential for learning is limitless and we endeavour to make reasonable adjustments and strive to reduce barriers to progress for all children by embedding the principles of the National Curriculum Inclusion Statement <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4> and by taking action to increase access to the curriculum, the environment and to information for all.

We welcome, value and respect the achievements of all children and we seek every opportunity to listen to and involve parents and children in the planning and review of provision. Within our Universal Provision, we strive to ensure that children with SEND who attend our school engage in the activities of the school alongside children who do not have SEND. In addition, we will use our best endeavours to secure special educational provision for children for whom this is required, that is additional to and different from that provided within our Universal Provision and the differentiated curriculum, to better respond to a range of needs:

- Communication and interaction, for example, autism and/or speech, language and communication difficulties;
- Cognition and learning needs, for example, ADHD, dyslexia, dyspraxia or dyscalculia;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs, for example, visual or hearing impairments, processing difficulties or epilepsy;
- Moderate, severe, profound and multiple learning difficulties.

As a school, we aim to request, monitor and respond to our parents or carers and children's views in order to evidence high levels of confidence and partnership. We ensure a high level of staff expertise to meet children's special educational needs and/or disabilities, through well-targeted continuing professional development. All staff have received specific training on Making Sense of Autism via the Autism Education Trust – this is revisited every 3 years, most recently June 2024. Staff have access to continued CPD for supporting children with speech and language difficulties and we work closely with our link Speech and Language Therapist to ensure staff are able to deliver the provision they advise us to in order to ensure their needs are met in addition to our universal provision. When there are children within our setting who require specialist provision for a specific need, we work closely with external agencies (for example, the Sensory Support Service, Enhanced Provision, the School Placement Service) to ensure our staff have access to specific training, advice and guidance to enable them to meet those children's needs. We adopt a multi-agency approach for these children, working carefully together to ensure a consistent approach to their provision and making adaptations to ensure they are able to access mainstream education and to promote high quality outcomes for them. Many of our staff have specific training in particular areas of need (for example, Team Teach, working with children who are visually impaired or hearing impaired, Mental Health First Aid, ELSA) – they receive ongoing CPD to ensure their skills and understanding are relevant and in line with current legislation and guidance, attending refresher training as required.

Children and young people with SEND are welcome to apply for a place at our school, in line with the school admissions policy. For children with an Educational Health Care Plan (EHCP), parents have the right to request a particular school. Parents of a child with an EHCP also have the right to seek a place at a specialist setting if they consider that their child's needs can be better met through specialist provision.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Every teacher is a teacher of SEND and, therefore, the class teacher is responsible for the progress of each and every child in their class. They will use a combination of on-going observations and assessments to identify any causes of concern. They will then share these concerns with both our school SENDCo and yourselves as parents or carers.

If you have concerns about your child's progress at Churchill Primary around any of the following: reading, writing, numbers, social and emotional development, behaviour, mental health, communication skills and physical or sensory, the first person to speak with is your child's class teacher.

The class teacher will liaise with the school's SENDCo (Annie Ford) and/or our Learning Mentor (Sarah Ford) as appropriate. The SENDCo may observe your child and/or suggest that a referral is made to an external agency for further assessments, for example, Speech and Language Therapy, Occupational Therapy, an Educational Psychologist, Physiotherapy, Community Paediatrician, School Nursing Team, or Advisory Teachers.

If any special educational needs are identified, our SENDCo will plan how to ensure provision for your child is put in place with the involvement of both yourself and the class team. The support planned for your

child may be recorded on an individual Learning Plan or Pastoral Support Plan. As parents and carers, you will be fully informed of the provision and interventions put in place to support your child's development, and, subsequently, of their progress throughout the year. Learning Plan reviews will take place three times a year but at any point required, you are able to request an update on the progress your child is making.

Sarah Ford, our Learning Mentor, is also available to meet with parents to discuss any social and emotional issues that may be affecting their child's ability to learn. Mrs Ford works with small groups and/or with individual children depending on the child's specific needs and is ELSA trained.

Appointments with either Ms Ford or Mrs Ford can be arranged through the school office. If you still have concerns that your child's needs are not being met, please do talk with either Mrs Bryant, Assistant Headteacher or Mrs Woollven, Headteacher.

What provision does Churchill C of E Primary School provide for children with SEND, with or without an Education Health Care Plan (EHCP)?

Within our Universal Provision here at Churchill, children who receive SEND support may be given differentiated tasks, work in small groups with adult support or receive individual input from an adult within the classroom, or if needed, or another suitable learning space within the school. This support could be aimed at developing academic progress, language and communication progress, behavioural, social and/or emotional progress, or physical and/or sensory progress. If a child has an EHCP, the provision is likely to be beyond our Universal Provision and more specific to that individual pupil. This is when a more specialist curriculum and set of provisions is needed to ensure progress for that particular child, which is very much tailored to meet their needs through a set of specific outcomes detailed within their plan.

Additional support can also be sought from external agencies who will work with school staff and parents, and may work directly with the children. Children may also be provided with specialist equipment and resources to further support their development. One of the joys of being at Churchill Primary is that we have a flat site and hence it is easy for children with physical difficulties to move around.

How does the school adapt the curriculum and learning environment for children with SEND?

We start with the individual child and their needs. Learning activities are differentiated and adapted for them, which focus on their current needs and how best to support progress and next steps. Closing any learning gap is a clear goal. Wherever possible, activities are adapted to suit children's interests to motivate their learning.

All children have access to scaffolds and resources to help them with their learning. Visual timetables, visual cues and easily accessible apparatus and equipment, are available to the children to help promote their independence – this is all within our Universal Provision. Some children with SEND may need additional resources, such as individual workstations to help them stay focused for some activities, coloured overlays and exercise books if they are dyslexic or have dyslexic tendencies, enlarged resources for visually impaired, wobble cushions or sloped writing desks, or fidget toys to help them focus when listening to input. Activities such as movement breaks or gross/fine motor skill tasks may also be used regularly to help meet individual physical or sensory needs. We also now have a dedicated Nurture Nest which is a well-equipped space for check-ins, sensory breaks or for doing nurture group activities such as cooking.

What additional support for learning is available to children with SEND?

To support the class teacher's knowledge of the child, we may do additional assessments to evaluate the most appropriate support. This support can be provided in many different forms from additional or amended physical resources, through to individual or group support with a Learning Support Assistant (LSA). Some children may work in small groups with an adult throughout the week to support their learning or they may be withdrawn from class to work on specific targets to offer a different way of supporting their learning. All members of the support team working with children with SEND, adapt and modify activities so that the children can access them, whilst ensuring class teachers are fully involved in planning their provision and making adaptations when needed.

If progress rates are still not as expected for an individual child, despite the delivery of high-quality school-based interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a child. This will only be undertaken after parental permission has been obtained and may include referral to:

1. Local Authority Support Services;
2. Specialists in other schools, e.g. teaching schools, specialist settings;
3. Social Services;
4. Health partners such as the School Nursing Service;
5. Educational Psychologists.

For a very small percentage of children, whose needs are significant and complex and the support required to meet their needs cannot reasonably be provided from within the school's own Universal Provision, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an EHC plan being created for that child and specific outcomes and provision being put in place. The majority of EHC plans in place at our setting are issued by North Somerset, although there are some issued by Somerset if the address of the pupil falls within that local authority.

For children who are looked after by the Local Authority (LAC) who also have SEND, Lorraine Woollven is our LAC designated safeguarding lead. She will co-ordinate and oversee provision for these children, working with the SENDCo, Learning Mentor and their class teachers towards their Personal Education Plan (PEP) targets, reviewing these at least three times a year in line with multi-agency PEP review meetings.

Pupils with medical needs will be provided with an individual Health Care Plan, compiled in partnership with the child themselves, the SENDCo, parents or carers, and, if appropriate, health care professionals. We aim to support children with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet their medical needs. We work in cooperative and productive partnership with the Local Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all our vulnerable learners.

Churchill C of E Primary School promotes and values pupil voice. All children, supported by individual Learning Plans, contribute their thoughts and views on how they would like to be supported to make progress. These views are used alongside parent/carer voice and the views of the school team to identify the child's abilities and strengths, their personal aims and the action needed to be taken by the school to reduce barriers to learning and social success.

What support is available for improving the social and emotional development of children with SEND?

In addition to the high quality provision from the class teachers within our Universal Provision, and our learning support team (LSAs), our Learning Mentor is also available to see children who have emotional and social development needs or difficulties. Children are sometimes supported individually or in small groups, depending on the needs of the child. The support may be in the form of social skills games, 1:1 regular meetings with the child, friendship groups or liaising with parents/carers.

We run a system of Personal Development Plans (PDPs) to support those children who may have social, emotional or behavioural needs and require a structure plan to address their difficulties within this area. Like our Learning Plans, and in line with the graduated approach, these have a 'plan, do, review' structure and focus on short term SMART targets involving school, children and their families. Where appropriate, external agency involvement may also be sought.

We are also really pleased that from this September we have the support of the Mental Health Support Team working within North Somerset. They are a trained team made up of a Clinical Lead, Team Managers, Supervisors and Educational Mental Health Practitioners (EMHPs) who work with schools to support young people who are struggling with their thoughts and feelings. Our dedicated EMHP is Karen Evans, and she will be introducing herself to our school community across Term 1, through whole school assemblies, staff meetings, being present at the start of the school day on occasions, attending school events such as Parents' Evenings and the Christmas Fayre. Karen will be working with our children either 1:1, 1:1 with parents, in small groups or as a whole school approach to help us ensure we can have mental health support available to all our school community. She will be joining us in school once a week from Term 2.

Within school we also have a focus on key classroom skills such as quality listening, turn-taking and understanding others' and their own emotions. Using the principles promoted in 'When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour' by Paul Dix, children are greeted at the door by their class teacher and welcomed into class each day. Strong, respectful relationships underpin our philosophy.

We employ an evaluated whole school Personal, Social, Health and Economic (PSHE) curriculum that underpins our main teaching of this important part of our school curriculum. Jigsaw 3-11 offers a comprehensive programme for Primary PSHE including the statutory Relationships and Health Education, established September 2020, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. The materials have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, all principles linked to our school motto:

With kind hearts and determined minds, we inspire each other to be the best we can be.

The lessons also include mindfulness, allowing children to advance their emotional awareness, concentration and focus.

Alongside the PSHE curriculum, in September 2023 we are launched a whole school approach to helping children foster self-regulation and emotional control using the curriculum within 'The Zones of Regulation™' by Leah M. Kuypers. This curriculum integrates approaches and teaching tools to help students develop social, emotional, and sensory regulation, through exploring a variety of tools, including sensory supports, calming techniques, and thinking strategies that they can use to regulate the 'Zone' they are in. Children are taught when, why, and how to use their tools. Every class will be revisiting this curriculum within their first term's PSHE lessons every academic year, with some pupils working either in smaller groups or individually for these sessions, if they require a more bespoke or differentiated approach to accessing the resources. We have established a common language within our school community that recognises the principles behind this curriculum and enables all members of our community to be able to employ the strategies and tools taught, and continue to ask our parents and carers to also encourage their children to do so. This year we are developing 'Regulation Stations' both inside the school and out in the playground, so that children can have an area to visit when feeling dysregulated that has reminders around the strategies and tools taught through the curriculum. We also have team members specifically out in the playground at 1pm each day, to help any children who have experienced difficulties during the lunch break

to speak to an adult and have support to self-regulate and be ready to return to the classroom for a successful afternoon.

We are also on a journey to become a recognised Nurture School as part of the Nurture UK programme. Alongside this, we have begun using the Boxall Profile to create social, emotional and mental health profiles for all our children, to help identify those who may require some additional intervention to support their SEMH needs. It also provides a whole class overview for teachers and a whole school profile so we can identify any shared needs across the school.

Who will be co-ordinating the support for your child at Churchill C of E Primary School?

The co-ordination of provision and support children with SEND is carried out by our SENDCo, Ms Ford, who works closely with all stakeholders to ensure these children are supported to meet their individual needs. She will remain involved with the support children with SEND receive throughout their time at Churchill Primary, overseeing the provision in place and supporting colleagues to be able to provide that provision in accordance with any guidance given by professionals and through engaging with parents/carers and ultimately the child themselves, to monitor what is and is not working well for them, on a regular basis. Ms Ford will arrange and run annual reviews for EHC plans as well as co-ordinating the reviews of Learning Plans or Personal Development Plans.

How will equipment and facilities to support children with SEND be secured?

The school has a small specific SEND budget which can be used to purchase equipment for children with SEND if the resources are not already in school. If a more substantial adaptation is required, then the school will look to work with the Local Authority to secure funding if a pupil has an EHC plan in place.

How will parents of children with SEND be consulted about and involved in the education of their children?

Involving parents and carers in their child's education is one of our underlying principles and why so many parents comment on our welcoming atmosphere.

In addition to our open-door policy, parents are consulted through discussions with their child's class teacher in the first instance and through Parents' Evenings which take place twice a year. The class teacher and/or SENDCo, in consultation with the parent, will discuss support for the child. The child may be placed on the school SEND register if their provision is additional and different to the Universal Provision that we as a school provide (Wave 1), and interventions that are used across the school to support small groups or individual pupils (Wave 2) are not meeting that individual child's needs are needed to support that child. This would be considered Wave 3 and include any pupil with an EHC plan and/or who needs as differentiated curriculum and provision beyond the first two waves. If a child is receiving SEND Support, but does not require SEND provision at a Wave 3 level, they would be on our SEND Monitoring List so that the support they need continues to be reviewed and monitored, along with their progress. If a child has a diagnosis, this does not automatically mean they will be placed on the SEND register – this is reliant on what level of provision they need to meet their individual needs. This is a discussion that will take place with parents and carers so they understand whether their child is on the SEND register or the SEND Monitoring List and how that decision has been reached.

Any child on our SEND register will have a Pupil Passport and Learning Plan in place. Learning Plans will be reviewed 3 times a year when review meetings will take place with the parent/carer, child and class teacher, plus input from any additional adults who work specifically with that child. On some occasions, the school SENDCo will also join these meetings. We are introducing the use of our Learning Plans using TES Provision Map as a platform and all children requiring Pupil Passports and Learning Plans will have these in place by the end of Term 1. Occasionally, children who are on the SEND Monitoring List may also require a Learning Plan or Personal Development Plan put in place.

At the Learning Plan review meeting, targets will be reviewed and new targets created. This is an opportunity for parents/carers, class teachers and the child themselves to raise any concerns or ask any questions. However, concerns regarding your child do not need to wait until these reviews are scheduled and parents and carers should not hesitate to contact us at any time.

How will children with SEND be consulted and involved in their education?

Pupil voice is very important to us. Children's views are sought in many ways but most formally alongside reviews that take place for either Learning Plans, EHC plans or if a particular intervention has been completed and feedback regarding how supportive that has been for the child is needed to inform future use of that intervention. Children always have the opportunity to talk to a trusted adult, the school SENDCo or Learning Mentor about their learning, their aspirations and their needs prior to any such review.

More widely, children will be involved in activities led by school councillors in evaluating school effectiveness and have the opportunity to share with their class school council representatives anything they would like raised at the next meeting.

If the child has an EHC plan they will be involved in their Person Centred Review which generally takes place once a year and includes sharing their successes and aspirations, as well as considering what may be making it difficult for them to learn and make progress.

How does the school involve other bodies, including health and social care, support agencies and voluntary organisations in meeting the needs of the children and supporting families of children with SEND?

The school works very closely with many external agencies to ensure children are supported to the best of our ability. Parents and carers are consulted to see if they would like the school to acquire extra support and advice for their child. Written consent is obtained and a referral is made to the relevant body. The school will explain the process of assessments used in the process to the parents and carers and they are invited to meet with the support agencies to discuss their child and the suggested support. In addition, any external agencies are invited to either attend or contribute to EHC plan annual reviews.

Information regarding organisations that are either voluntary and/or charities is shared via the SEND area of our school website, as well as within the Local Authority's Local Offer [North Somerset Local Offer](#) (see below).

We work closely with the NSPCWT (North Somerset Parents Carers Working Together) and SEND and You to share information about events and opportunities that both organisations organise for parents, carers and professionals working with children and young people with SEND. Links to both these organisations are below.

How does the school contribute to the Local Offer?

Within the SEND Code of Practice, it states that each Local Authority has a duty to publish a Local Offer which sets out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those that do not have Education, Health and Care (EHC) plans. The Local Offer for North Somerset (see link above), provides information about the available provision and how to access it locally, and is responsive to the local needs and aspirations by directly involving children and young people with SEND, their parents and service providers (including schools) in its development and review. As an academy school within the local authority's area, we co-operate with the local authority and their partner bodies and agencies, to do this.

How will my child be included in activities outside the classroom, including school trips?

All children are included in all parts of the school curriculum and we aim for every child to be included on school trips. We will work with families to provide the necessary support to enable this to be successful. A

risk assessment will be carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum intent, will be provided within school.

What are the arrangements for the admission of pupils with disabilities?

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Most children with SEND will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate pupils with disabilities should parents wish and individual needs are planned for to prevent any children being treated less favourably than others. In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having SEND. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils within our Universal Provision, alongside seeking advice and guidance from external agencies should an individual pupil with SEND require specialist equipment or resources to be able to access their learning or the facilities within the school site.

What are the arrangements made by the governing body relating to the treatment of complaints from parents or carers of children with SEND, concerning the provision made at the school?

If you wish to discuss your child's SEND or are unhappy about any issues regarding the school's response to meeting those needs, please contact the following:

- Firstly, your child's class teacher or alternatively the SENDCo, Ms Annie Ford, via the school office (01934 852446 or office@churchill-pri.n-somerset.sch.uk)
- Secondly, the Headteacher, Mrs Lorraine Woollven – again, via the contact details above.

For complaints, please contact the School Governor with responsibility for SEND. Their name is Mrs Jackie Bush. They can be contacted via the school office as above. Our Complaints Policy and procedure are published on the school website.

Support services for parents of children with SEND include:

- SEND and You (SAY) <http://www.sendandyou.org.uk>
- NSPCWT <https://www.nspcwt.org/>
- British Dyslexia Association <https://www.bdadyslexia.org.uk/>
- MENCAP <https://www.mencap.org.uk/>
- National Autistic Society <https://www.autism.org.uk/>
- I CAN Charity/Talking Point <https://www.icancharity.org.uk/i-can-help/>

Parents and carers can appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information of where the Local Authority's Local Offer is detailed above and for support on mediation and conflict resolution please visit <https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=3000>

Contact details of all support services for parents of children with additional needs:

- SEN Team and Education Inclusion Service – Town Hall, Walliscote Road, W-s-M. Tel: 01275 884470
- North Somerset Educational Psychology Services – Castlewood Offices, Clevedon
- Speech & Language Therapy/Physiotherapy/Occupational Therapy – Drove House, Drove Road, W-s-M. Tel: 0300 125 6710
- Community Paediatrics – Drove House, Drove Road, W-s-M. Tel: 0300 125 6740

What are the school's arrangements for support for children with SEND in transferring between phases of education?

We see transition as a crucial step in a child's life, whether this be into our school or onto a new setting, and as a result put a lot of emphasis on getting this right for the families and their children. We have a comprehensive induction plan for children joining us for the first time in Reception. The EYFS (Early Years Foundation Stage) team and, where necessary, the SENDCo, visit our Pre-school settings and liaise closely with the staff and parents prior to the children starting school. We also offer all our families a home visit so that they can talk to members of the team and share any concern they may have.

Parents and carers are also requested to complete a comprehensive form and speak directly to the SENDCo and/or Headteacher if they are aware their child has any additional needs or disabilities before starting school. There is also a Link Programme to support children with SEND which is instigated by the Pre-School settings.

Children moving between year groups visit their new class teacher on our moving up sessions (generally one to three sessions during term 6 dependent on the key stage) and where appropriate, individual children can also have additional visits to meet their new teacher, the team that work in their new year group, as well as familiarising themselves with their new learning environment – this is particularly important for those children with SEND who find transition and changes difficult or challenging. They may also take part in some transition activities or sessions with the school SENDCo and/or Learning Mentor or a LSA who already works with, or will be working with, that individual child. This could include creating a transition booklet all about their new year group with photographs and information they can take home over the summer break and refer to when preparing to come back in September. Class teachers and teams meet with the previous team to discuss all children's needs (including emotional, social, physical or academic) prior to the children transferring to their new classes.

In Year 6, we work very closely with our local secondary settings, for example, Churchill Academy and Sixth Form, to offer a comprehensive transition offer. Children with SEND and those children for whom we feel additional transition visits to their secondary school would be beneficial, are often accompanied by a member of our school team on those occasions. They visit the school in a small group or individually to meet the staff and are given extra tours of the school aside from the main transition days that take place for all Year 6 pupils. The SEND team at the settings liaise closely with our Year 6 team, SENDCo and Headteacher in order to support a smooth transition.

References:

- Schedule 1 of the Special Educational Needs and Disability Regulations 2014.
- The SEND Code of Practice (January 2015). The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Supporting pupils at school with medical conditions Sept 2014
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf
- Local Offer: Framework and Guidance: <https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>
- A glossary of SEND terms is included in the appendices of the SEND Code of Practice and can also be found on our school website under 'SEND and the Local Offer'.