



Collaboration of East Harptree and Ubley Primary Schools
Lighthouse School's Partnership

SEND Information Report

September 2025

At East Harptree and Ubley Primary Schools, every child is valued for who they are. We welcome, support and celebrate all children, including those with Special Educational Needs and/or Disabilities (SEND). This report explains how we support children with SEND and how parents and carers can be involved.

SENDCo Contact

SENDCo:	Mrs Megan Stanford
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SENDCo email:	meg.stanford@ubley.school

What does SEND mean?

SEND = Special Educational Needs and/or Disabilities.

The SEND Code of Practice (2014) defines a child as having SEND if they have a learning difficulty or disability that requires special educational provision different from, or additional to, that normally available to pupils of the same age.

Areas of Need We Support

We provide support for a wide range of needs, including:

- Communication and Interaction (e.g., speech, language and autism)
- Cognition and Learning (e.g., dyslexia, difficulties with reading/writing/maths)
- Sensory and Physical Needs (e.g., hearing, vision, fine and gross motor skills)
- Social, Emotional and Mental Health (e.g., ADHD, anxiety)

How are needs identified?

- Daily observations and feedback
- Termly assessments in reading, writing and maths
- Reviews of SEND Support Plans
- Annual Reviews of Education, Health and Care Plans (EHCPs)

Quality First Teaching is the first step. If further support is needed, the Class Teacher, SENDCo or the Headteacher can work with parents to decide next steps.

How do we support children with SEND?

Support follows the graduated approach: Assess - Plan - Do - Review.

Provision may include:

- Adapted classroom teaching
- Small group interventions
- 1:1 support where needed
- Social/emotional support sessions

Children with SEND have an individual SEND Support Plan, reviewed at least termly with parents and pupils. Children with EHCPs also have an Annual Review.

Who supports my child?

- Class Teachers - responsible for teaching, progress and monitoring
- Teaching Assistants - provide in-class, group or 1:1 support
- SENDCo (Mrs Stanford) - oversees SEND provision, works with families and external agencies
- Headteacher (Mr Harvey)- supports provision and inclusion across the school
- Governors - monitor SEND provision (Chairs of Governors: Gill Stobart and Charlotte Seavill)

How are parents and children involved?

Parents:

- Involved in planning and reviewing Support Plans each term
- Invited to Annual Reviews for EHCPs
- Encouraged to share their knowledge of their child

Children:

- Share their views through Support Plans and One Page Profiles
- Contribute to Annual Reviews where appropriate

Working with external professionals

We may seek advice from health, education or social care services, with parents' consent. These include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational and Physiotherapists
- Specialist Autism Support (SASS)
- School Nurse and Community Paediatricians
- SEND & AP Advice Services (BaNES, Bristol, North Somerset)

Parents are always informed and involved in this process.

Funding and resources

Our SEND budget provides resources such as:

- Learning resources (e.g., Nessy, Number Sense)
- Specialist equipment (e.g., wobble cushions, overlays, ear defenders)
- Additional staffing
- Specialist professional support

Children with EHCPs may also receive additional Top-Up Funding.

Local Offer

B&NES:	https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send
Bristol:	https://www.bristol.gov.uk/web/bristol-local-offer
North Somerset:	https://www.nspcwt.org/

What if I have concerns or complaints?

Step 1: Speak to your child's Class Teacher.

Step 2: If needed, contact the SENDCO, Mrs Stanford or Headteacher, Mr Harvey, via the school office.

Step 3: If still unresolved, follow the Complaints Policy (available on the school website or from the office).

The Graduated Approach

Waves of Support

We provide support at different levels, often described as 'waves of provision'. The first wave of provision for all pupils is inclusive quality first teaching.

- 1) Universal Provision (also known as Ordinarily Available Provision) (Wave 1): This is the provision on offer to all pupils. This includes high quality teaching and some reasonable adjustments. Each school should have an outline of the universal provision on offer within their school. If a pupil is not making adequate progress under this then additional targeted support would be planned.
- 2) Additional targeted support (Wave 2): Pupils making slower than expected progress receive a form of targeted support. This may be pre-teaching or post-teaching or could be an additional targeted intervention for a specified time. These pupils will be monitored closely by the school. If a pupil is not making adequate progress under this then a discussion would take place between the school and family and child regarding the need to access provision from the SEND register.
- 3) Pupils receiving SEND support without an EHCP (Wave 3): Some pupils may have been supported by specialist agencies. Pupils will receive specific intervention to support learning and accelerate their progress. Pupils' details and provision will be recorded on the SEND register.

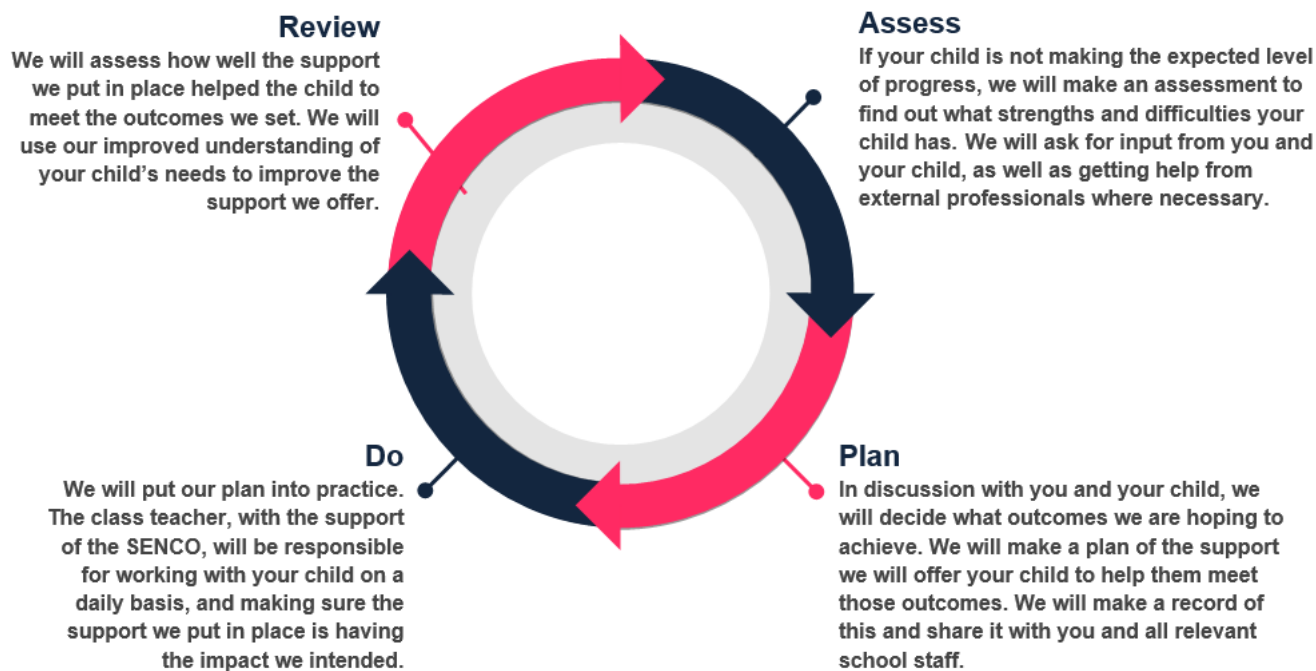
For pupils receiving SEND support through an Education, Health and Care Plan (EHCP), an annual review of progress will be held. Specialist agencies will be involved. Small numbers of pupils will receive additional funding as a result of an EHCP from the local authority.



We follow the 'graduated approach', which is a 4-part cycle of Assess, Plan, Do, Review. This ensures that support for your child is regularly reviewed and adapted as needed:

Admissions of pupils with SEND or disabilities

We welcome all children, including those with SEND or disabilities.



- If your child has an Education, Health and Care Plan (EHCP) that names our school, we will offer them a place.
- We follow the Local Authority admissions process and make sure no child is disadvantaged because of their needs.
- We will always make reasonable adjustments so children with disabilities can access our school.

How we adapt teaching and our environment

High-quality teaching is our first step. We adapt lessons and the classroom so children can learn in the way that suits them best. Examples include:

- Visual timetables, pre-teaching vocabulary, reading instructions aloud
- Adapted resources such as coloured overlays, laptops, pencil grips, larger print, wobble cushions
- Flexible grouping and targeted small-group work
- 1:1 support when needed

Accessibility Plan:

Our Accessibility Plan explains how we make the curriculum accessible, improve the physical environment and provide information in accessible formats. This plan is available on our website or from the office.

Preventing discrimination

We make sure pupils with SEND or disabilities are never treated less favourably than others. We work with families to make reasonable adjustments so every child can take part fully in school life.

Inclusion in wider school life

All school clubs, trips and activities are open to every child, including those with SEND. We make any necessary adjustments so that all children can join in safely and happily.

Staff training and expertise

- All staff receive regular SEND training in areas such as autism, dyslexia and speech & language needs.
- Teaching Assistants are trained to deliver specific interventions (e.g., Nessy Reading, Number Sense).
- The SENDCo keeps up to date with national requirements and provides in-school training.
- When specialist knowledge is needed, we bring in experts such as speech and language therapists or educational psychologists.

Supporting transitions

We help children with SEND at key points of change:

- Within school: meeting the new teacher before the end of the year, extra visits to the new classroom, and sharing of Support Plans.
- To secondary school: the SENDCo meets with secondary staff to pass on information; children may make additional visits.
- Moving schools: we share records and meet with the new school where possible.
- Preparing for adulthood: we focus on independence, organisation and life skills appropriate to age. Looked-after and previously looked-after children

Our designated teacher works closely with the SENDCo to make sure that children who are, or have been, looked-after by the Local Authority receive the right support. Their Personal Education Plan (PEP) is joined up with their SEND Support Plan or EHCP.

Supporting emotional wellbeing and preventing bullying

We support children's emotional, social and mental health through:

- Small group or 1:1 sessions on friendships, worries and emotions
- Nurture activities and social skills groups
- Opportunities for pupils to share their views (e.g., pupil voice, school council)

We have a zero-tolerance approach to bullying. Any concerns are dealt with quickly, with support put in place for those affected.

Support for families

If you have questions or need advice, please talk to your child's class teacher or the SENDCo.

Independent advice and support:

- SENDIAS Bath & North East Somerset: <https://www.spsbathnes.org.uk/>
- Bristol SEND Local Offer: <https://www.bristol.gov.uk/web/bristol-local-offer>
- North Somerset SENDIAS: <https://www.nspcwt.org/>

National charities that may help include IPSEA, Family Action and Special Needs Jungle.

Our SEND Policy and this report are reviewed annually and updated during the year if information changes.

Complaints about SEN provision

If you have a concern, please:

Step 1: Speak to your child's class teacher.

Step 2: If needed, contact the Headteacher via the school office.

Step 3: If still unresolved, follow the school's Complaints Policy (available on our website or from the office).

If you believe your child has been discriminated against because of their SEND or disability, you can make a claim to the First-tier SEND Tribunal. Disagreement resolution and mediation services are also available via the Local Authority.

Glossary

- SEND - Special Educational Needs and Disabilities
- SENDCo - Special Educational Needs and Disabilities Co-ordinator (Mrs Megan Stanford)
- EHCP - Education, Health and Care Plan: a legal plan describing a child's needs and support
- Support Plan/My Plan - a document showing what support your child will get and how it will be reviewed
- Local Offer - information from the Local Authority about services available to children with SEND and their families

