

Shoscombe Church School – SEND Local Offer & Information Report 2026–2027

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Pupil Premium Lead: Charlotte Webb | Pastoral Support Lead (PSL / ELSA): Pastoral Lead

SEND Governor: Martin Palmer

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Glossary of Key Terms

- **SEND (Special Educational Needs and Disability):** A child has SEND if they have a learning difficulty or disability requiring special educational provision.
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- **EHCP (Education, Health and Care Plan):** A legal document describing a child's needs and statutory provision.
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- **SSP (Single Support Plan):** A document recording specific targets and provision for a child with SEND.
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- **TA (Teaching Assistant):** Staff supporting classroom learning and targeted interventions.
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- **SLT (Senior Leadership Team):** Senior management responsible for overall school leadership.
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- **ARE (Age Related Expectations):** The expected level of academic progress for a child of a given age.
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- **Provision Map:** Central record detailing all additional and different support a child receives.
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- **Pupil Passport:** Child-friendly document capturing strengths, aspirations, and learning preferences.
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- **PSL / ELSA:** Pastoral Support Lead / Emotional Literacy Support Assistant.
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1. Welcome & School Ethos

At Shoscombe Church School, we believe all children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. We use our "best endeavours" to make sure every child with SEND gets the support they need using all

available internal resources and expertise, while engaging in school activities alongside children who do not have SEND, seeking specialist external support whenever required.

Grounded in our Relational Policy, our ethos is rooted in Christian values, restorative justice, forgiveness, reconciliation, and the **Thrive Approach**. Grounded in neuroscience, Attachment Theory, and Child Development, we prioritise the Social, Emotional, and Mental Health (SEMH) of every child, ensuring nurturing relationships are at the heart of learning.

This report outlines our school offer and provision for pupils with Special Educational Needs and Disabilities (SEND) in accordance with Section 69 of the Children and Families Act 2014, the Equality Act 2010, and the SEND Code of Practice.

2. Key Contacts & Roles at Shoscombe Church School

Role	Key Contacts	Key Responsibilities
Class Teachers	All Class Teachers	Daily practice identification of non-expected progress/behaviour; high-quality adaptive teaching; producing Single Support Plans (SSPs) or provision maps in consultation with SENCo and TAs; implementing/reviewing strategies; liaising with parents and pupils; ensuring confidentiality at all times.

Teaching Assistants (TAs)	TA Team	Delivering targeted interventions (Fluency, Attention Autism, Colourful Semantics, touch-typing, handwriting); keeping daily intervention notes shared weekly with teachers and recorded on Provision Map. (We intentionally avoid a 'velcro' 1:1 model to promote independence and self-reliance).
Pastoral Support Lead (PSL / ELSA)	Pastoral Lead	Overseeing Mental Health Support Team (MHST) interventions; ensuring Thrive records are updated on Provision Map; supporting staff meetings for accurate Thrive assessments; co-creating/updating Pupil Passports 3x a year (October, February, June); supporting SASS referrals and the Needs-Led Approach (NLA).

Headteacher & SENCo	Tania Rorison tania.rorison@shoscombe.mnsp.org.uk	Integrated leadership across all SEND aspects; overseeing policy operation; maintaining SEND register and secure records; licensed Thrive Practitioner; co-ordinating outside agencies; carrying out Annual Reviews and EHCP needs assessment requests; leading INSET/training; keeping SLT and Governors updated.
Trust SEN Support	Midsomer Norton Schools Partnership (MNSP) Central SEN Team	Providing overarching Trust guidance, specialist support, and quality assurance for EHCP statutory applications, top-up funding requests, and complex casework in line with MAT policy on SEND.
Pupil Premium Lead	Charlotte Webb	Tracks dual-vulnerable pupils (intersect of Pupil Premium and SEND) for prioritised multi-agency tracking.

Governing Body & SEND Governor	Martin Palmer (SEND Governor) & Governing Body	Ensuring necessary provision is made; ensuring teachers identify and provide for SEND; ensuring parents are notified when SEND is identified; publishing annual reports; nominating a specific monitoring governor; agreeing Local Offer web arrangements.
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3. School Profile & Areas of Need (2026–2027)

Shoscombe Church School has **104 pupils on roll**. Currently, **18.26% of pupils (19 active pupils)** are tracked on our SEND Register / Provision Map, aligning closely with the national average (18.4%). Dual-vulnerable pupils (Pupil Premium + SEND) represent 33% of our PP cohort and receive prioritised multi-agency tracking.

Provision Across the Four Broad Areas of Need:

1. **Communication & Interaction (8 Pupils):** Supported by **universal baseline screening for all Reception pupils** upon entry, termly Speech & Language Therapy (SALT) clinics, and Specialist Autism Support Service (SASS) consultations.
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3. **Social, Emotional & Mental Health (SEMH) (11 Pupils):** Supported via 1:1 Thrive plans, small group Thrive nurture, MHST interventions, ELSA support, and universal embedding of the Zones of Regulation.
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5. **Cognition & Learning (6 Pupils):** Supported through Needs-Led Assessments (NLA), Educational Psychology (EP) consultations, targeted phonics/fluency interventions, and specialist teaching.
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7. **Sensory & Physical (5 Pupils):** Supported through **early screening in Reception** to identify children requiring Occupational Health / OT support, 3 annual Occupational Therapy visits/screenings, developmental coordination profiles, and specialist sight support services.
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9. **Looked After Children (LAC / PLAC) with SEND:** The SENCo works directly with the Virtual School Head, social care teams, and Designated Teacher to align Personal Education Plans (PEPs) with SEND support targets.
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4. Graduated Response, Assessment Checkpoints & B&NES OAP

We operate a clear, robust Graduated Response (**ASSESS** → **PLAN** → **DO** → **REVIEW**) structured across 3 waves of intervention:

- **Assess:** The class teacher and SENCo analyze the child's needs using teacher assessments, previous progress, and views from parents/carers and the pupil.
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- **Plan:** Adjustments, interventions, and support are agreed upon with parents/carers and documented in a Single Support Plan (SSP) or Provision Map. All staff working with the child are made aware of their needs.
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- **Do:** The class teacher remains accountable for progress, working closely with TAs and specialist staff. TAs keep daily notes on interventions, shared weekly with teachers and recorded on the Provision Map.
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- **Review:** Effectiveness of support is formally reviewed three times a year (October, February, and June). Targets are scored on the Provision Map and evaluated at Pupil Progress Meetings with the Senior Leadership Team (SLT) and class teachers.
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- **Expected Progress & Assessment Checkpoints:** Expected progress is defined as meeting Age Related Expectations (AREs), monitored formally at three key points:
 - **October:** Emerging ('E') into their year group.
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 - **February:** Developing ('D') within their year group.
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 - **June / July:** Secure ('S') within their year group.
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 - A lack of progress in meeting these expectations triggers an intervention.
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- **B&NES Ordinarily Available Provision (OAP) Alignment:** Universal (Wave 1) and targeted (Wave 2) support aligns with B&NES OAP expectations for quality-first teaching, adaptations, and relational practice.
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- **Neurodiversity Needs-Led Approach (NLA Pathway):** In line with B&NES guidance, we adopt a Needs-Led Approach for neurodivergent traits (Autism/ADHD):
 - *Support Before Diagnosis:* We do not wait for a formal diagnosis; teachers and parents co-produce an NLA Observation Profile and Action Plan immediately.
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 - *Capacity & Feasibility:* Adaptations are delivered within our small-school staffing structure and operational capacity.
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 - *Diagnostic Gateway:* Cumulative evidence on the Provision Map forms the foundation for B&NES referral pathways.
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5. Curriculum Adaptations, Medical Support & Funding Deployment

- **High Quality Adaptive Teaching:** High quality teaching, differentiated for individual children, is the first step in responding to SEND. Targets are set to be deliberately ambitious, and potential difficulties are addressed directly in classroom planning.
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- **Barrier Removal & Adaptations:** Touch-typing software and daily handwriting practice in Key Stage 2; Talking Tins and communication scaffolds in Key Stage 1; visual schedules and non-verbal cues.
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- **Support for Medical Conditions & Disabilities:** Pupils with medical conditions are supported through tailored Individual Healthcare Plans (IHPs) created alongside healthcare professionals and parents. Equality of opportunity is maintained for all children to engage in all aspects of school life.
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- **Notional SEN Budget & EHCPs:** Up to **£6,000** of provision per pupil is deployed from the core Notional SEN Budget before seeking High Needs Top-Up Funding (HNFF) or submitting an EHCP needs assessment request to Bath & North East Somerset Council in close partnership with the **MNSP Central SEN Team**.
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6. Pastoral Care, Thrive Approach & SEMH Framework

- **The Thrive Approach & Positive Touch:** Every child's emotional development is assessed 3 times a year. Licensed Thrive Practitioners guide staff in using Positive Touch—safe, developmentally appropriate physical touch to soothe, encourage, and calm pupils.
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- **Vital Relational Functions (VRFs):** Staff use VRFs (*Attune, Validate, Containment, Regulate*) to soothe heightened feelings and support regulation.
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- **Zones of Regulation:** Embedded universally across the school as a visual framework for emotional identification and regulation.
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- **Nurture Provisions:** 1:1 Thrive plans, ELSA support, Thrive Room access, and the Thrive Lunchtime Nurture Club (accessed by 89% of vulnerable pupils).
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- **Restorative Practice:** Restorative conversations, problem-solving, making amends, and natural consequences rather than harsh punishments.
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7. Working with External & Specialist Services

We maintain an active network with local authority, Trust, health, and community services, including:

- **Midsomer Norton Schools Partnership (MNSP) Central SEN Team** (EHCP guidance, MAT SEN policy alignment, and complex casework)
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- **B&NES Inclusion Support Team** (collaboration on inclusive strategies, placement stability, and specialist guidance)

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- **Linked Special Schools** (specialist teacher observations, outreach advice, and environmental recommendations)
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- **B&NES Children's Neurodevelopmental Pathway / Needs-Led Approach (NLA)**
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- **Speech & Language Therapy (SALT) & Specialist Autism Support Service (SASS)**
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- **Occupational Health / Therapy (OT), Physiotherapy & RUH Disability Teams**
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- **Educational Psychology Service (EP)**
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- **CAMHS & B&NES Mental Health Support Team (MHST)**
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- **School Nursing Team, Paediatricians, and GPs**
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- **Off The Record & Children's Social Care / Early Help Teams**
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8. Inclusion in School Trips & Activities

All children are provided equality of opportunity to engage in all aspects of school life. Detailed risk assessments and reasonable adjustments (pre-visits, social stories, visual itineraries, sensory adaptations) are implemented. Targeted funding ensures 100% of eligible KS2 SEND pupils attend milestone trips, including the Year 5 Barcelona Trip and Year 6 Outdoor Residential.

9. Supporting Transitions

- **Early Years (EYFS) Transition:** Universal baseline screening in Reception for speech, language, and OT/movement needs; pre-entry visits, pre-school setting visits, optional home visits, and securing Early Years Inclusion Support Funding prior to entry.
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- **Key Stage 2 to 3 Transition:** Annual Reviews for Year 6 EHCP pupils are completed prior to Christmas (Term 1/2). Secondary SENCoS are invited to reviews to co-design transition passports, supported by SASS Year 6 transition workshops and extra familiarisation visits.

10. Parent Partnership, Pupil Voice, Local Offer Link & Contact Details

- **Partnership with Parents:** Termly reports are provided for parents/carers of children on the SEND register. Joint SENCo and Class Teacher meetings take place three times each year (October, February, June) to set outcomes and discuss the Single Support Plan (SSP) / provision list. For children with EHCPs, draft SSPs are shared at least one week prior to the meeting.
- **Child Participation (Pupil Passports):** Updated three times a year (October, February, June) on the Provision Map with the Pastoral Support Lead to capture strengths, aspirations, and learning preferences.
- **Independent Parent Support (SENDIAS):** Parents/carers can contact BANES SENDIAS via email at send_ias@banes.gov.uk or phone on 01225 394382.
- **Professional Development & Policy Review:** Continuous CPD via INSET, TA training, biannual ASD training, and weekly SEN updates at briefing. The policy is revisited biannually and read alongside the MAT policy on SEND.
- **Publishing Note, Accessibility & Complaints:** Full annual governor reports are held internally due to small cohort sizes. Premises and curriculum adjustments are governed under the Trust's Equality & Accessibility Plan. Concerns should be directed to the SENCo/Headteacher (tania.rorison@shoscombe.mnsp.org.uk) under the school Complaints Policy.

Link to the B&NES Local Authority Local Offer:

Shoscombe Church School's SEND provision forms part of the wider Bath & North East Somerset Local Authority offer. To explore full details on health, social care, and education services across the local authority region, visit the **Live Well B&NES - SEND Local Offer** platform:

 **[Live Well B&NES SEND Local Offer Directory](#)**