Mendip Green Primary School
Special Educational Needs Information Report: 2026 – 2027

Date of Report: September 2026 **Date of Review: September 2027**

Mendip Green Primary School is an inclusive, mainstream community school. Our school is based on a very large flat site.

Our Special Needs Co-ordinators, Mrs Natasha Barnes, Mrs Ashleigh Melhuish, Mrs Lisa House, are contactable via the school office on 01934 513791.

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?

The class teacher is responsible for the progress of each child in the class and will use on-going observations and assessments to identify any causes for concern.

If you have concerns about your child's progress at Mendip Green the first person to speak to about your concerns is your child's class teacher. The class teacher will liaise with the school's Special Educational Needs Coordinators (SENDCOs) Natasha Barnes/Ashleigh Melhuish/Lisa House if appropriate. Our SEND team can explore concerns including, but not limited to, reading, writing, numbers, social and emotional development, behavior, mental health, communication, physical and sensory.

The SENDCO may observe your child and/or refer to outside agencies for further assessments such as Speech and Language Therapy, Occupational Therapy, Educational Psychologist, Physiotherapist, Community Paediatrician, School Nurse, Advisory Teachers etc.

If any special educational needs are identified:

- the SENDCO will plan how to help your child with the involvement of both yourself and the class teacher.
- Your child's help and progress may be recorded through a Personalised Universal Plus Provision Plan (PUP) or an Individual Support Plan (ISP) depending on the stage of the graduated response your child is accessing.
- You will be informed of the provision and interventions put in place to support your child's development and of their progress throughout the year by the class teacher.

Lorraine Young, Sarah Handcock and Angie Griggs (Pastoral Team) are available to meet with parents to discuss any social and emotional concerns you feel may be affecting your child's ability to learn. They can work with individual children depending on the child's specific needs. Appointments can be arranged via the school office.

If you still have concerns that your child's needs are not being met, please contact our head teacher, Mrs Marie Berry.

How does Mendip Green School make provision for children with additional needs (with or without an Education Health Care Plan)?

Mendip Green has a whole school provision map that sets out all of the provision and intervention that the school offers to help support each child's individual development. Children may be given adapted tasks or assistive technology, work in small groups with adult support or receive 1:1 input from an adult. All of this support will be directed at the child's area of need and will be tailored to build on their prior knowledge. This support could be aimed at developing academic progress, language and communication progress, behavioural/social/emotional progress or physical/sensory progress. Additional support can be sought from outside agencies who will work with school staff and parents and they may work directly with the children. Children may also be provided with specialist equipment and resources to further support their development.

The joy of being at Mendip Green School is that we are a flat site and hence it is easy for children with physical difficulties to move around. The school is a single storey building with wide door access throughout. There are 2 disabled toilets available for use by children with disabilities, as needed.

Our Hearing and Language Resource Base at Mendip Green:

We have a Hearing and Language Resource Base (HLRB) at Mendip Green which has been in operation since the late 1970s. The resource base manager, Sarah Barton, is a qualified teacher of the deaf. The small group base can support the needs of children from EYFS up to Year 6.

Our HLRB has a designated classroom to allow us to offer direct teaching in small groups in a learning environment that is quieter and less distracting than a mainstream classroom. It is a safe space where children can build confidence in communicating. Although children access the Mendip Green curriculum that is appropriate for their age and stage, this is adapted to focus on speech and language.

The curriculum is presented through a high level of visual and practical activities with plenty of opportunity for revisiting, reinforcement and pre-learning. Whilst in the resource base, opportunities for children to work on individual targets linked to their ISP/EHCP are woven into their provision. Where appropriate, social and emotional needs, often arising from misunderstandings with friends linked to communication difficulties are also supported.

Children who are on role in our HLRB are fully included members of a mainstream class and some support can be offered, if appropriate, for children in their mainstream class. Each child's timetable is dependent on their needs and can be flexible. Children are encouraged to be as independent as possible around the school and in their classes. Training and support is also given to mainstream staff.

Places in the Hearing and Language Resource Base are allocated following a panel meeting which includes input from outside agencies such as Speech and Language Therapy, Educational Psychology and the Sensory Support Service and Sarah Barton. Priority for places is given to hearing impaired children. Any remaining places are offered to children with language difficulties whose learning and communication needs would benefit from the teaching in the base.

Our Autism hub (The Cove) at Mendip Green:

Opening in November 2021, The Cove provides specialist provision designed for pupils with a diagnosis of Autism. The Cove's manager is Lisa House who has a vast experience of working with children with Autism.

The Cove is a 10 place base and can support the needs of children from EYFS up to Year 6. Children in The Cove are also members of a mainstream class at Mendip Green. The support of this provision offers some direct individual and small group teaching in The Cove and, where appropriate, in class support in their mainstream class, depending on the needs of the child. All children have a bespoke package, individual timetables and plans differentiated to meet their needs. The full offer for each child will be regularly reviewed to ensure it continues to provide appropriate levels of challenge and support. Training and support is also given to mainstream staff to ensure consistency in provision.

Children who attend The Cove all have an Education Health Care Plan (EHCP) and places into the resource base are allocated through liaison with the Local Authority and outside agencies. There is a detailed admissions criteria for entry into the base which all stakeholders look at in order to allocate places accordingly. The main aim of The Cove's provision is to equip the children with the skills and strategies to access the mainstream environment with the goal of reintegrating the children into their local mainstream school.

How does the Mendip Green School adapt the curriculum and learning environment for children with additional needs?

Work is adapted for children with additional needs, which is matched at their level they are working at. Many activities will be adapted to suit children's interests to motivate their learning.

They are given scaffolds and resources to help them access these activities. Visual timetables, visual cues and easy accessible apparatus/equipment is available to the children to help promote independence. Some children will be working on specific targets set by school or outside agencies at different times throughout the week.

The school has an Autistic friendly colour scheme (which benefits all children, not just those with Autism). The environment is clear, and distraction free to reduce 'cognitive load' for all children.

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

Children are assessed initially to discover the most appropriate support for the child. Support may be individual or grouped with a Teaching Assistant or a Learning Support Assistant. Appropriate activities which address the child's specific area/s of need would be put in place. 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 support their learning. All support staff working with children with additional needs adapt and modify activities so that the children can access them. To ensure that all vulnerable children access the support that they need, we have developed a number of 'hubs'. The hubs cater for the broad range of barriers that our children may face.

Cognition and Learning groups

- **Acorn Room and Blossom Room**: Some children within the mainstream school who have an EHCP may benefit from accessing our Acorn Room or Blossom Room for some of their learning throughout their day. These interventions run every morning and replicate an EYFS/Year 1 learning environment. Activities within these interventions are individualised to each child's needs and have a strong emphasis on communication, independence, social and emotional skills.
- **Chestnut Room:** Our cognition and learning groups for children in Key Stage 2 are for children working at a key stage lower than their chronological peers. These groups run each morning for English and maths. Children will attend the group as appropriate. This may be for English, maths or for both. The curriculum for these groups is pitched at an appropriate level to challenge and address any gaps in learning so that children are given the best opportunity to make rapid progress. Our cognition and learning groups also allow identified children to work alongside peers that are working at the same level as them.

Physical support, including fine and gross motor skills

- To support children with a physical needs, we use Smart Moves. This is a programme full of fun activities and games to encourage children with motor coordination difficulties to succeed. Through this programme, we create a simple, effective tailored programme for each child, with more than 100 fun PE activities and games. Our specially trained staff also work closely with outside agencies to deliver specific 1:1 programmes and exercises from physiotherapists.

These hubs ensure that ALL children are given opportunities to flourish intellectually, emotionally, physically and socially.

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

Mendip Green School has a Pastoral Team who are available to see children who have emotional and social development needs or difficulties. We also have a KS2 Nurture Group running throughout the week which develops children's social and emotional needs as well as an ELSA trained adult who runs individual sessions throughout the week. The aim of this support is to provide the opportunities for children to succeed and develop in a quiet, caring, predictable and reliable environment within a small group.

There is also a focus on key classroom skills such as listening, turn taking and understanding others and their own emotions. Through the group's approach, the children's self-esteem is raised which enables them to believe in themselves and their abilities socially, academically and emotionally. Their progress is closely monitored and reviewed throughout the year to ensure they are making the progress they need to in these areas and to ensure the group is meeting their needs.

Who will be co-ordinating the support for my child at Mendip Green School?

Additional support for children with additional needs will be co-ordinated by the school SENDCO's Natasha Barnes, Ashleigh Melhuish and Lisa House, as well as the Headteacher – Marie Berry.

What training is offered for staff to meet the needs for pupils with additional needs?

We put in place staff training to meet a wide range of additional needs. This is provided 'in house' and by specialist agencies.

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

Mendip Green School has a Special Educational Needs budget that is used to purchase additional equipment or support for children with additional needs if the resources are not already in school.

How will parents of children of additional needs be consulted about and involved in the education of their children?

Parents are consulted through conferencing with their child's class teacher in the first instance. The class teacher and SENDCO in consultation with the parent could also discuss support for the child. The child may be placed on the SEND register and a PUP or ISP may be written together with the parent, teacher and SENDCO. This will then be reviewed at least 3 times a year with the parent and school staff. If the child has an EHCP they will be involved in their Annual Review at least once a year to discuss their child's progress.

How will children with additional needs be consulted about and involved in their education?

The children's views will be sought through regular teacher conferencing. They may also be involved in reviewing their ISP. They also have opportunities to complete 'Wonderful Me' sheets where they can talk about their feelings with a familiar adult. If the child has an EHCP they may be involved in sharing their views as part of the annual review process.

How does the school involve other bodies, including health and social care, support agencies and voluntary organisations in a) meeting the needs of the children and b)supporting families of such children.

The school works very closely with many outside agencies to ensure all children are supported fully. Parents 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 to the parents and they are invited to meet with the support agencies to discuss their child and the suggested support. In addition, parents are invited to the review meetings.

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 provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & 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 areas will be explored.

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 Special Needs 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 pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils,

including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

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

Complaints from parents of children with additional needs should be made to: The SENDCO in the first instance or the headteacher.

If the result is unsatisfactory the complaint should then be made to our SEND governor.

If the response is still unsatisfactory the complaint should then be made to the Chair of the Governors (Tricia Brabham).

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

Children with additional needs can have additional transition meetings when transferring between different phases. The children may visit their new school in a small group or individually to meet new school staff and are given an additional tours of the school. Some children are given a 'Moving-up' Booklet showing photos of the staff and areas of the school to help the child to become familiar with over the holidays. Children moving from one year to the next visit their new class teacher on 'Moving up day'. They can also have additional visits to meet their new class teacher and may have a 'Moving –up Booklet' containing photos of the staff, coat pegs, toilets etc.

Where is the local authority's local offer published?

The local authority local offer will be published on the North Somerset Council Website. All information which is currently available can be found by using the following link:

https://n-somerset.gov.uk/my-services/children-young-people-families

A copy of the schools Accessibility Plan and SEND and Inclusion policy can both be found on the school's website.