



Pawlett Primary School Academy Special Educational Needs and Disabilities Information Report 2025-2026

Date: September 2025

Review date: July 2026

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 SEND policy which contains links to other agencies and Local Authority support.

School mission statement for SEND

It is our ambition at Pawlett Primary School Academy that every child with SEND reaches their full potential and can make a successful transition into higher education, training, work and our community.

The staff, governors, pupils and parents **work together** to make Pawlett Primary School Academy a **happy, welcoming place** where children can **achieve their full potential** and **develop as confident individuals**.

The Priory Learning Trust Aims

At The Priory Learning Trust (TPLT) we strive to provide a 'great education for every child'. All children in our care including those identified as having 'Special Educational Needs and/or Disabilities' have a common entitlement to a broad and balanced curriculum which is accessible to them as individuals.

Somerset Inclusion Statement

All children and young people in Somerset have the right to an inclusive education where they feel they belong. An inclusive education encourages all children and young people to be the best they can be, whilst making learning enjoyable and fulfilling; socially, emotionally and academically.

SEND Support

Pawlett Primary School Academy is a small rural primary school located in the village of Pawlett, which is next to Highbridge and Burnham on Sea in Somerset. We have 66 children on role from EYFS through to Year 6. We have three mixed aged classes – Reception/Year 1, Year 2/3, Year 4/5/6.

Currently 21% of the school population have identified SEND needs. Our Special Educational Needs Co-ordinator (SENCo) is Mrs Kayleigh Cashman, info@ppsa.thepilt.org.uk. In addition to this we have



a dedicated Learning Mentor to support pastoral needs, as well as a full-time Parent Family Support Advisor who works across all our Somerset MAT schools (x 7 primaries and 1 x secondary).

We value and respect the achievements of all children and we will always listen to and involve parents and children in the planning and review of provision. We will ensure that pupils with SEN who attend our school can engage in the activities of the school alongside pupils who do not have SEN. In addition we will use our best endeavours to secure special educational provision for pupils for whom this is required, this includes everything that is “additional to and different from” that provided. This ensures all prime areas of SEN are fully supported.

1. Communication and interaction,
2. Cognition and learning,
3. Social, emotional, mental health
4. Sensory/physical

As a school, we aim to request, monitor and respond to our parents/carers and pupils' views in order to evidence high levels of confidence and partnership. We ensure a high level of staff expertise to meet pupil’s special educational needs, through well-targeted continuing professional development.

Children and young people with SEN are welcome to apply for a place at our school, in line with the school admissions policy. For children with an EHCP, parents have the right to request a particular school, including a special school, in order to meet their child's specific needs.

Pawlett Primary School Academy SEND profile

Across the school there are 21% of students with identified SEND needs

Type of support	Numbers of Students September 2025
Special education needs (SEN) support (K)	11
Education, health and care (EHC) plan (E)	3

Types of main SEND need at Pawlett Primary Academy

Broad Area of Need	Need Type	Number of students 2023	Number of students 2024	Number of students 2025
Cognition and Learning	Dyslexia Specific difficulties in literacy Dyspraxia/DCD	4	2	5



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	Global developmental delay Moderate/mild learning difficulty			
Social, Emotional and Mental Health	Attention deficit hyperactivity disorder/Attention deficit disorder Attachment difficulties/multiple ACES Anxiety disorder Obsessive compulsive disorder Tourette's syndrome Emotional difficulties) Emotional and/or Conduct difficulties Other mental health problem	4	5	2
Communication and Interaction	Autistic spectrum disorder Speech and language difficulty Communication and interaction difficulty Developmental language disorder Stammer	6	6	7
Sensory and/or physical	Vision impairment Hearing impairment Multi-Sensory impairment Physical disability Sensory processing difficulties Cerebral Palsy	1	2	0

Important Links

Trust SEND Policy:

[SEND and Inclusion Policy](#)

<https://www.theplt.org.uk/policies/202324/2/SEND%20and%20Inclusion%20Policy%20%202023.docx.pdf>

School accessibility plan:

<https://www.huntspillfederation.co.uk/key-information/policies>

Somerset Local Offer:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>



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Question	Response
How does the school decide if my child needs extra help?	<p>Somerset Graduated Response Tool</p> <p>Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: Somerset's Graduated Response Tool</p> <p>Discover more at Somerset's SEND Local Offer and Somerset's SEND Local Offer Taunton Facebook</p>
What should I do if I think my child has Special Educational Needs?	<p>In the first instance, please talk to your child's class teacher. Communication between school and families is key. We have a clear graduated response procedure we work with families on to ensure all are heard and needs are identified and subsequently met. This procedure will be 'walked and talked' through with families at every stage.</p> <p>You may also be asked to complete a 'Quick Checker' to identify your areas of concern that you have to support your discussion with your child's class teacher.</p>
How will the school consult with me and how can I be involved in planning their support?	<p>When a teacher has concerns about your child they will initially begin an assess, plan, do, review record. As a part of this record parent/carer and pupil views are welcomed. The teacher will discuss what strategies they are going to 'do' to support your child. This will all be done in collaboration with the family.</p> <p>If your child is on the SEN register, class teachers and the SENCo meet families on a regular basis to review learning plans and consider next steps. This can be done face to face, virtually or over the phone to ensure everyone is able to be a part of the process.</p> <p>If your child has an Education, Health and Care Plan (EHCP) an annual review will be held once a year to review the provision and support that is in place.</p> <p>Working together to support children is vital in ensuring needs are met both at home and at school.</p>



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How will my child be involved in planning the support they will have?	<p>Children are at the heart of everything we do. Wherever and whenever possible the voice of the child is heard and we involve them in their future planning.</p> <p>When the class teacher is completing the assess, plan, do, review record the teacher will be recording your child's voice.</p> <p>Where your child has an Education, Health and Care Plan your child's voice is recorded as a part of the annual review document.</p> <p>We aim for a child to become as independent as possible, equipping them with tools and strategies for life.</p>
How do you know if my child is making progress?	<p>We rigorously and robustly track the progress of our children so we can identify areas for development as well as successes. Staff meet regularly to monitor the progress of all the pupils and to ensure there are no gaps needing filling</p>
How will I be aware of my child's progress?	<p>Regular reporting of your child's progress will form part of the termly meetings, as well as a formalised Learning Review Meeting and whole school reports throughout the year.</p>
How will the curriculum be matched to meet my child's needs?	<p>All SEN support will follow an Assess, Plan, Do and Review model (APDR). If progress rates are still low, despite the delivery of high quality school based interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs. This will only be undertaken after parent permission has been obtained and may include referral to:</p> <ol style="list-style-type: none">1. Local Authority Support Services2. Specialists in other schools e.g. teaching schools, special schools.3. Social Services4. Health partners such as the School Nursing Service <p>For a very small percentage of pupils, whose needs are significant and complex and can not be met through the school's own resources, a request can be made to the local authority to conduct an assessment of education, health care needs. This may result in an Education, Health Care (EHC) plan being provided.</p>



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	<p>The school offers a wide variety of pastoral support for pupils. This includes:</p> <ul style="list-style-type: none">• An evaluated Personal, Social, Emotional Development (PSED) curriculum to help pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.• Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the SENCO. <p>Pupils with medical needs will be provided with an Individual Health Care Plan, compiled in partnership with the SENCo and parents and, when possible, health care professionals. If appropriate, the pupil themselves will contribute to the plan.</p> <p>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. We work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.</p>
How will information about my child's special educational needs or disability and the support they will need be communicated to staff?	<p>All teachers are teachers of SEND as a result all teachers are responsible for pupils with SEND in their class.</p> <p>The teachers at Pawlett Primary are actively involved in communicating the needs of all of the pupils in their class, they are the members of staff who know your child well and might be the ones raising the initial concern. Any reports from outside agencies we receive are shared with the relevant members of staff working directly with your child.</p> <p>Where appropriate, the relevant staff members would be invited to any meetings where your child is being discussed.</p> <p>Children on the SEND register have a Learning Plan which can be accessed by any member of staff working with the child.</p> <p>The class teacher is responsible for ensuring it is up to date and regularly communicated.</p>
What training do teachers at Pawlett receive about working with children with SEND?	<p>Our fully qualified staff comprises:</p> <p>Head Teacher: Mrs Emma Barker Deputy Head : Mrs Lesley Grant SENCo: Mrs Kayleigh Cashman Learning mentor: Mrs Sally Jeffries</p>



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	<p>The school SENCo is contactable on 01278 684151 or senco@ppsa.theplt.org.uk</p> <p>The school has access to a range of specialist support, school staff have received a range of training on:</p> <ul style="list-style-type: none">● Youth Mental Health First Aid● Nurture UK principles● FASD (Foetal Alcohol Spectrum Disorder)● High Incidence● How to support pupils with dyslexia and literacy difficulties.● How to support children with ADHD● Anxiety ~ Bridging the Gap.● Emotion coaching● Sensory Processing Awareness● Supporting pupils with trauma● How to support pupils on the autistic spectrum● How to support pupils with behavioural difficulties● How to support pupils with speech, language and communication difficulties● Oracy ~ closing the gap● Precision teaching● Numicon Supporting mathematics● Supporting children with dyslexia <p>The school also makes use of support from external services such as</p> <ul style="list-style-type: none">● SEN specialists● Educational Psychologist● Governors with specific responsibility for SEN
What support outside of the classroom could my child receive?	<p>Where possible children will be supported within their classroom to maintain the all-important sense of belonging with their peers. However we also have a strong pastoral support team at Pawlett Primary and, where needed, support outside the classroom is given, for example sensory room time, Zones of Regulation support.</p>
What specialist services and expertise are available at or accessed by the	<p>At Pawlett Primary School Academy we work closely with specialist services such as</p> <ul style="list-style-type: none">➤ Speech and Language➤ Access 2 Learning➤ Young Somerset



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school and how do you all work together?	<ul style="list-style-type: none">➤ CAMHS➤ School Nursing➤ Educational Psychology Service➤ Somerset SENDIAS (Specialist Educational Needs and Disabilities Advisory Service)➤ Occupational Therapy <p>If specialists services are required, the SENCO will contact the relevant service and, where required, a (Team Around the Child) TAC is called with all agencies involved.</p>
How will my child be included in activities outside the classroom including extracurricular clubs and school trips?	<p>Children on the SEN register will be supported in activities, school trips and camps through:</p> <ul style="list-style-type: none">● Comprehensive risk assessments● Seeking timely outside agency advice● In depth staff training and knowledge of pupils.● Reasonable adjustments (such as auxiliary aids and services) to overcome any challenges.
How accessible is the school environment?	<p>Please refer to our school's Accessibility Plan for details.</p>
How will the school prepare and support my child to join the school, transfer to a new setting/school/college or for the next stage of education and life?	<p>Our transition process includes:</p> <ul style="list-style-type: none">● A planned introduction programme delivered in the summer term to support the transfer for children starting in EYFS Reception including additional sessions for children with SEN.● Parents/carers are invited to attend a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.● The SENCo is available to meet with any new parents of children who are known to have or suspected to have SEND.● Children transferring from another setting, will have all records requested immediately and a meeting set up with parents and the child to identify and reduce any concerns.● Transition to the next school phase is supported by a transition programme for pupils. It provides a number of opportunities for children and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.



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	<ul style="list-style-type: none">● The annual review in Y5 for children with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.● For pupils transferring to local schools, the SENCoS and/or class teachers of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
If I am not happy with the support my child is getting, what should I do?	<p>If you wish to discuss your child's special educational needs, or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:</p> <ul style="list-style-type: none">● Your child's class teacher,● The SENCo, Mrs Kayleigh Cashman● Head Teacher , Mrs Emma Barker● Deputy Head , Mrs Lesley Grant <p>For complaints, please contact the School Governor with responsibility for SEN who can be contacted via the school office.info@ppsa.theplt.org.uk</p>
Who can I contact for further information?	<p>For more information about anything relating to SEND provision at Pawlett Primary Academy, please contact the school office info@ppsa.theplt.org.uk</p> <p>The Somerset Local Offer can be found using the following link Somerset Local Offer</p> <p><u>Support for parents and carers:</u></p> <ul style="list-style-type: none">● https://somensetsafeguardingchildren.org.uk/● https://somesetparentcarerforum.org.uk/home/wise-up-workshops/● Wise up workshops - empowering parent carers to succeed● https://www.somersetbigtent.org.uk/● https://hubofhope.co.uk/● https://www.josephinesstar.org.uk/● https://www.youngsomerset.org.uk/● https://somesewherehousesomerset.org/