



'Be the best you can be!'

Middlezoy and Othery Schools  
**SEND Information Report**  
February 2025

Special Educational Needs Coordinator (SENCO)	SEND Governor	Head Teacher
Miss Ellie Booth office@othmid.ppat365.org	Nicola Mannion	Lindsay Hayward

Our high academic expectations, broad and balanced curriculum and enrichment opportunities, together with our strong pastoral care and ethos ensure that as a school community we work together so that all our children flourish and are challenged -  
'To be the best we can be'

Our purpose at our schools is to educate and inspire our children whilst fostering a love of learning, which we hope will last throughout their lives. We do this through setting the highest standards for teaching and learning, alongside promoting a true understanding of how our values are woven through our everyday activities.

Our aim is for all our children to leave us as happy, confident, and independent individuals with a positive outlook on life and the resilience to take on their next challenge.

Our aims are to:

- Inspire and nurture our children to be well rounded individuals and the best that they can be in a safe environment
- Ensure our schools sit at the heart of our communities
- Ensure our schools are well lead and managed
- Provide high quality learning opportunities within a balanced and relevant curriculum
- Work together with professionalism, integrity and trust to achieve the quality provision for all

This SEND Information report is closely linked with our SEND policy, our school accessibility plan and the Somerset Local offer.

Somerset Local Offer describes the entitlement of children in schools across Somerset.

## Contents Page

Page	
4	What is our policy for identifying pupils with Special Educational Needs?
5	Middlezoy and Othery Graduated Approach Pyramid
6	Who is the best person to speak to if I am concerned about my child's progress or other difficulties in school?
7	What aspects of SEN are supported at Middlezoy and Othery Schools?
8	How will the curriculum be matched to my child's needs?
9	How are school resources allocated and matched to children's special educational needs and disability?
10	How are parents and carers involved in the school?
11	How does the school consult young people with SEND about the provision provided for them?
11	How will the school measure the progress of my child?
11	How will I know that my child is progressing?
12	Are staff trained to support my child?
12	What support is there for my child's overall well-being?
12	How will my child be included in activities outside the classroom, including school trips?
13	Who will oversee my child's support?
13	How accessible is the school environment?
14	How will the school prepare my child to join the school, transfer between sites or to a new school?
15	What arrangements does the school make in relation to the treatment of complaints from parents of children with SEND, concerning the provision made at the school?
16	What specialist services are available or can be accessed by the school for children with special educational needs?
17	Helpful websites which provide additional information for parents and carers
17	Where can I find information on where the local authority's local offer is published?
18	Glossary of Acronyms

## The levels of support and provision offered at Middlezoy and Othery Schools

Middlezoy and Othery Schools are fully inclusive schools, which ensure that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

### What is our policy for identifying pupils with Special Educational Needs and Disability? (SEND)

You can access our SEND policy on our school website at:

<https://www.middlezoyandotheryschools.co.uk/sen/>

All children at Othery and Middlezoy Primary Schools are monitored closely by their Class Teachers. If the teacher has any concerns about the progress, attainment or well-being of a child, they will discuss them either informally with the Special Educational Needs Co-ordinator (SENCo) or more formally within a Pupil Progress meeting, which are held between the class teacher and the Head Teacher to discuss the progress of every pupil.

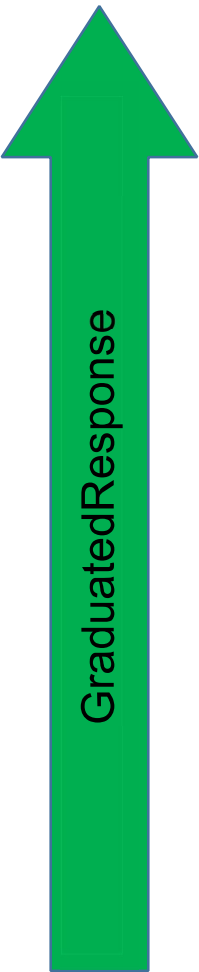
These discussions will focus on developing strategies to support your child in overcoming a barrier to learning that they are experiencing. This may also include carrying out specific assessments or referring to specific checklists including the Somerset Graduated Response Toolkit, to identify any difficulties in more detail.

The class teacher is responsible for initiating some additional targeted interventions (booster / catch-up work). This may be in a small group or on a one-to-one basis and will be focused on a particular aspect of learning. The SENCO may be involved in discussions with the class teacher about progress and support. The child may be identified under 'inclusion' to ensure their needs are being met at the first opportunity.

If a child continues to not make the expected progress, the class teacher may then request that the SENCO becomes more formally involved. The SENCO may meet with parents/ carers and carry out observations and assessments to help inform their decision as to whether a child needs to be included on the SEND Register. The SENCO may also contact outside agencies in order to help understand a child's needs more clearly.

Universal (Whole Class) The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision for SEN Support and High Needs
<ul style="list-style-type: none"> <li>Children's progress is tracked and reviewed throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Use of the Somerset Graduated Response Toolkit to identify strategies and provision.</li> <li>Additional group work, intervention and resources are used to ensure children are making progress in their learning. Teachers adapt their planning to the needs of individual children to ensure all children can access their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Individual assessments are started</li> <li>Observations are carried out</li> <li>Support is sought from SENCo</li> <li>Support is required from external agencies.</li> </ul>

# Middlezoy and Othery's Graduated Response



It should be noted that at all stages of the Graduated Response, children remain the responsibility of their Class Teacher. The SENCO acts in an advisory capacity.

## Who is the best person to speak to if I am concerned about my child's progress or other difficulties in school?

All concerns should be raised with the Class Teacher as they will be able to share information with you about your child's progress. Teachers are responsible for the attainment of all children in their class. If there is a barrier to a child's learning, the teacher will work to find ways to help the child overcome this barrier, allowing the children to achieve. Sometimes the teacher will need to make small adjustments to their teaching or may provide additional resources. Sometimes specialist intervention might be required. These increasing adaptations are known as the graduated response.

The class teacher may recommend that advice is sought from the school Special Educational Needs Co-ordinator (SENCo). The role of the SENCo is to help teachers and parents identify barriers the children have to their learning and to support teachers with strategies to help the children overcome these difficulties. The SENCo co-ordinates whole school provision for special educational needs and works with professionals from outside agencies who may be able to offer additional support or advice for individual children. The SENCo also makes sure that all SEND record keeping is up to date and that the children with SEND make progress in their learning.

With initial concerns, please speak with your child's class teacher. Following this, appointments can be made with Miss Booth, our SENCo and the class teacher. If you have any further concerns or are worried matters are not being resolved, you may wish to speak to Mrs Hayward, our Head Teacher.

## What aspects of SEN are supported at Middlezoy and Othery Schools?

The Code of Practice says that every teacher is a teacher of SEND.

At Middlezoy and Othery Schools, we work with children with many different types of Special Educational Need and we work hard to provide an equal opportunity to all our children, regardless of the level of that need.

Special Education Needs are categorised into 4 broad areas:

**Cognition and Learning** – Children with cognition and learning difficulties may learn at a slower pace to their peers, even with appropriate adaptations. Some children will need additional support with certain aspect of learning such as spellings, reading whilst other have complex learning difficulties such as dyslexia and dyscalculia.

**Language and Communication** – Children with speech, language and communication needs have difficulties communicating with others. They may have difficulties talking, understanding something or not understanding the social rules of communication.

**Social, Emotional and Mental Health** – Children may experience a wide range of social, emotional and mental health difficulties. These can show themselves in many ways. We work with children who are withdrawn, disruptive, have lack of concentration and who need support with social skills. Some children have diagnosed disorders such as attention deficit or attachment disorders.

**Sensory and/or Physical Needs** – Some children have disabilities which will prevent them from accessing the educational facilities provided. Most of these children require specialist support and equipment to access the opportunities available to their peers.

## How will the curriculum be matched to my child's needs?

All pupils receive an excellent standard of Quality First Teaching at Middlezoy and Othery Schools. It is our aim that all children will experience a broad and balanced curriculum. Curriculum maps are published on the school website, so that parents can view our full curriculum coverage. Provision that is specific for children with SEN is recorded and monitored through individual targets on the child's Provision Map. Parents of children with SEND are invited to meet with the SENCo and Class Teacher regularly to review the provision for their child, and the child's view is an important part of this process. Learning is at the heart of what we do, but we are equally concerned with the holistic development of your child.

Universal (Whole Class) The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision for SEN Support and High Needs
<ul style="list-style-type: none"> <li>• We have a clear safeguarding policy which is actively supported by our safeguarding team.</li> <li>• Teachers have high expectations of children.</li> <li>• All classrooms are laid out with resources clearly labelled. Children can access the resources independently.</li> <li>• Daily routines are established to enable children to be independent.</li> <li>• We provide opportunities for individual, paired and group work in lessons.</li> <li>• Learning is adapted, where appropriate, to support the needs of individuals in each class. This may include adapted activities which enable every child to access the full curriculum.</li> <li>• A range of strategies are used to support all children, including providing visual supports and use of resources.</li> <li>• The learning environment is safe and secure.</li> <li>• Children's achievements are regularly celebrated.</li> <li>• Children take part in regular physical activity and extracurricular clubs are offered after school.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants are available to support small groups and individuals during lesson time.</li> <li>• Teaching strategies may be personalised to support specific needs, for example, using chunked instructions.</li> <li>• Use of the Somerset Graduated Response Toolkit to identify strategies and provision.</li> <li>• Individual / group interventions provide support for children who are experiencing difficulty/ not making progress.</li> <li>• Social interaction interventions are provided in small groups for children who need support.</li> <li>• All work completed during interventions is recorded and shared with the class teacher.</li> <li>• Teachers make use of visual timetables to prepare children for the day.</li> <li>• 'Inclusion' plans are created for children who require targeted support. These detail the early provision in place to support the child.</li> </ul>	<ul style="list-style-type: none"> <li>• If a child continues to find specific areas of the curriculum difficult, individual support may be beneficial.</li> <li>• Children with SEND have their own Provision map; this identifies the strategies that are in place to support the child.</li> <li>• Any specific strategies put in place will usually be the result of involvement from the SENCo or a professional agency. Advice is sought from external agencies.</li> <li>• The views of the individual child are integral to the SEND process within our school. The class teacher and SENCo work closely with individual children to identify the ways in which they feel they can be best supported in school.</li> <li>• Occasionally children require a substantial amount of 1:1 support; this is available from children whose learning needs are severe, complex and lifelong. This is usually provided for via an Education, Health Care Plan. (EHCP)</li> </ul>

## How are school resources allocated and matched to children's special educational needs and disability?

The school is given a notional SEND budget. This money is used to provide additional support or resources, dependent on an individual's needs. Support can take many forms and our guiding principle is providing the highest quality education for all children. Our aim is to promote the independence and development of lifelong skills in all of our pupils, therefore we involve parents in every stage of their child's learning and work together to enable independence in their learning. Where parents request additional support for their child, we will refer to the Somerset Graduated Response Toolkit and carry out assessments. These will be made with the Class Teacher to identify specific areas for support in the first instance. We will always review our Quality First Teaching approach as our first wave of support.

Support may include (not restricted to):

- Targeted adaption within lessons to increase access. Staff will refer to the Somerset Graduated Response Toolkit to aid with this
- In class, adult support aimed at increasing skills in specific areas for development (academic skills, learning behaviours, organisation, etc.)
- Support from a teaching assistant (relationship building, social, emotional skill development)
- Small group intervention to pre-teach skills or enable children to 'catch up'
- External agency support to seek assessment, advice and guidance for supporting specific needs
- One to one teaching to target specific areas of need
- Additional teaching resources or practical apparatus to support learning
- External agency support to seek assessment, advice and guidance for supporting specific needs

Where the support required for a child costs more than is allocated in the notional SEND budget, the school can apply for additional funding if it can be proven that a pupil requires more support.

Somerset Graduated Response Tool

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 adaption using strategies as 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: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

## How are parents and carers involved in the school?

We believe that children make the most progress in their learning when teachers and parents work together. Parents are kept up to date with their children's progress through regular parents' meetings and reports. If more frequent contact is necessary, this will be arranged based on individual child's needs. The school works with the Special Educational Needs and Disability Information, Advice and Support service (SENDIAS) and also our local Parent and Family Support Adviser (PFSA).

Your child's class teacher should always be the first person you should approach regarding your child's progress, as they know them best. Alternatively, our SENCO – Miss Booth, is available to meet with you to discuss your child's progress or any concerns/worries you may have. Please make an appointment through the school office. All information and advice received from outside professionals will be discussed with you. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

Universal (Whole Class) The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision for SEN Support and High Needs
<ul style="list-style-type: none"> <li>• Parents are involved in all stages of their child's education.</li> <li>• Teachers are proactive in engaging parents in discussion about their children.</li> <li>• Annual school reports are sent home at the end of the year.</li> <li>• Regular newsletters sent home to keep parents up to date with events at school.</li> <li>• Advice on how to support learning at home is shared.</li> <li>• School and class information is on the school website.</li> <li>• We use Tapestry to share photos and homework with parents.</li> <li>• PTA group for all parents</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are kept informed at all stages if their child is in need of additional support in the classroom. In the first instance this will generally be in the form of some additional group work outside of the classroom. Parents will be informed that their child is receiving some additional support.</li> <li>• Home- school communication books may be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are invited to meet with the SENCo and the class teacher to review their child's progress and the support that they are receiving in school.</li> <li>• Parents are consulted in all aspects of provision for their child, particularly in relation to obtaining consent for additional support from outside agencies.</li> <li>• Parents are invited to attend annual meetings with professionals from outside agencies including Annual reviews and TAC meetings.</li> <li>• Children and their families are involved in target-setting and decision making.</li> </ul>

## How does the school consult children with SEND about the provision provided for them?

All children at Middlezoy and Othery Schools have a voice. We have a School Council, which are democratically voted for and all children have the right to run for election. The School Council offers children the opportunity to talk about their thoughts and ideas for the school. We actively seek children's views and feedback. Their contributions help us to shape and improve our practice.

We believe that all children are best placed to share their views about how they feel provision is / could support them most effectively. At regular intervals throughout the year, children with SEND are asked for views on their progress, as well as things that are working well for them and things that could be improved. Views will be gathered when provision maps are reviewed, for Annual Review meetings and in preparation for the additional consultation meetings held for parents/carers of children with SEND needs. The children will work with either the SENCo or a familiar adult to create a pen portrait about themselves. They will be asked to reflect on what their strengths are, what they enjoy about school and what they feel they need some support with. When planning for support and interventions, class teachers and the SENCo take these views into account and inform their practice.

## How will the school measure the progress of my child?

Every pupil's progress is continually monitored by the class teacher through observation and assessment of their work in class. Progress is also reviewed by the class teacher and senior leadership team at termly pupil progress meetings. Some children with SEND may be working below age related expectations and class teachers will continue to measure their progress of learning from wherever their starting point. Children on the SEND register will have individual SMART targets, these are Specific, Measurable, Achievable, Realistic and Timely targets. These are detailed on the child's provision map. These are reviewed termly with parental support, and new targets are set as required. The progress of children with a statement of SEND/EHC Plan is formally reviewed at an Annual Review with the views of the pupil and parents included.

## How will I know that my child is progressing?

All parents are invited to attend parent's evening which are held in the Autumn and Spring terms. An individual report detailing progress is sent home to all parents in the summer term. Parents who have a child who is receiving SEN support will be invited regularly to review as part of the assess, plan, do and review process. If the school feels that outside agency support is required to support a pupil, parental consent will be sought and they will be invited to meet with these agencies whenever possible. Parents will always be sent a copy of any written reports. Parents are also welcome to arrange additional meetings with the class teacher or SENCo to discuss progress. On occasion, it may be appropriate to set up a home / school communication book to share information regarding progress.

## How are staff trained to support my child?

All school staff receive regular CPD training to support children with SEND. On occasion, specialist training is sought to enable our staff to provide the highest quality of care to enable us to meet individual needs. This is usually advised and delivered by external professionals who have a high level of expertise in each area.

## What support is there for my child's overall well-being?

We place the well-being of our pupils at the centre of our school. Our schools are situated within a safe, secure environment. We encourage a whole school approach to well-being and all children are encouraged to contribute to all aspects of school life, including the School Council. In class we use the SCARF PSHE scheme to support our children's social and emotional development. In addition to support received for academic subjects, there is a range of pastoral support available. All the staff in school are here to support your child, opportunities for any child to talk about any concerns or anxieties are part of the daily life of school. We also have a Parent and Family Support Advisor (PFSA) who can work with children and families. We have a culture of talking about emotions and feelings, where extra support for more serious problems is provided in a non-stigmatising way. Specific plans and support will be put into place for children experiencing difficulties and those needing medical support or intimate care. Where concerns are raised, the effective sharing of information between staff ensures that support is provided at the earliest opportunity. When necessary nurture groups/activities or interventions can be put in place to support a child's social, emotional or mental health needs.

Our behaviour policy is available on the school website and sets out our expectations for all children. We take a positivity first approach to all behaviour management and aim to use early intervention to avoid exclusions. Where necessary, we provide additional staff training to ensure that we are able to provide targeted intervention.

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

We aim to provide all children with exciting enrichment opportunities, including extra-curricular activities. We take our statutory equalities duties seriously and make reasonable adjustments to ensure that every child is included in every aspect of school life. When planning enrichment, we consider how the children with Special Educational Needs may access the activities and adapt them to accommodate additional needs. Where appropriate, parents and carers may be consulted in the planning process. Risk assessments are undertaken for all school trips and where appropriate, may be written for individual children in conjunction with the parent or an outside agency where appropriate.

## Who will oversee my child's support?

Your child's class teacher(s) is responsible for your child's daily support. The SENCo will oversee and co-ordinate the provision for your child. The role of the SENCo is to liaise with the professionals involved with your child and to review the effectiveness of the strategies as they are carried out. The SENCo works closely with teachers and parents to plan for the long-term support for your child ensuring that transitions between classes and schools are managed effectively. Teaching assistants may be involved in the delivery of the day to day support for your child.

## How accessible is the school environment?

We have worked hard to make both school sites as accessible as possible. The school sites are wheelchair accessible. Where there are steps, alternatives are available with ramped entries. We have changing and disabled toilet facilities.

If your child has specific needs, you would be welcome to visit the site to discuss these. All children have the right to access class trips where it is safe for them to do so. You will have the opportunity to discuss your child's specific needs prior to any trip or off-site visit.

Where children with English as an additional language have additional needs, we may invite translators into school to support with the range of languages spoken by families in the school. We also make adaptations to the learning environment for children with specific needs by working closely with both the Physical Impairment and Medical Support team and Occupational Therapists to ensure that children in our care are able to access their learning environment effectively. A current accessibility plan is available on the school website.

## How will the school prepare my child to join the school, transfer between sites or to a new school?

### School entry - Reception

Prior to beginning in Reception, children identified as having Special Educational Needs will have a 'School Entry Planning' meeting. This will be attended by you, pre-school staff, school staff and any external professionals involved in supporting your child. The aim is to plan how we can make a smooth transition into school. If children have medical needs, staff training will be provided, to ensure that we are able to provide the best possible care for your child. We offer all children 'settling in' sessions during the Summer term, although if a child requires more sessions, these can be arranged. Parents are provided with a welcome letter and are invited to attend a 'preparing for school' meeting. We also offer home visits, which can be arranged on request.

### Transition to Secondary School

On transitioning to secondary school, children with additional needs are discussed with the Head of Year and the SENCo at the receiving school. The receiving school will visit the Year 6 pupils and meet with each child individually. Following this, a transition day will provide an opportunity to visit the new school and familiarise themselves with the school environment and meet some of their new teachers. A familiar adult will be introduced as a point of contact for children who need additional support with the transition. We can arrange for extra visits within school time, accompanied by a member of our staff. Information about your child's needs and provision maps will form part of the handover between schools.

## What arrangements does the school make in relation to the treatment of complaints from parents of children with SEND, concerning the provision made at the school?

We aim to provide the best possible outcomes for all children in our schools. However, there may be times when parents wish to disagree or oppose the views held by the school about their child. We aim to respond to and resolve concerns of this nature quickly and efficiently. The normal arrangements for the treatment of complaints at Middlezoy and Othery Schools are used for complaints about provision made for Special Educational Needs. Our complaints policy is available on the school website.

We encourage you to discuss your concerns with the class teacher as your first contact in the school, as the class teacher is the member of staff who knows your child best. If matters are unresolved, or you have an urgent concern, you can contact the SENCo – Miss Booth, or our Head Teacher – Mrs Hayward to discuss your concerns.

This can be done by:

Emailing our SENCo- Miss Booth at [office@othmid.ppat365.org](mailto:office@othmid.ppat365.org)

Telephoning our Head Teacher- Mrs Hayward on 01823 698465 (Middlezoy) or 01823 698464 (Othery)

If the issue is not resolved, the chair of our governing body – Nicola Mannion, can be contacted via the school office.

## What specialist services are available or can be accessed by the school for children with special educational needs?

Working with a range of different service providers enhances the quality of provision for all children in our school. For children with SEND, we may utilise the skills and expertise of specialist services. Where we believe a child needs additional support, we will provide an initial two cycles of the 'Assess, Plan, Do, Review' cycle in school. This will enable us to provide support for your child and to gather evidence to support any referrals we may make to external agencies. If a referral is made, we will ask parents to contribute to an 'Early Help Assessment' which is the standard form for all referrals in Somerset. We will always seek your consent before making any referrals.

External support we may involve:

Autism and Communication Team	Offers support and intervention for children showing behaviours which indicate that they may have an autistic spectrum disorder or difficulties with communication. They will visit the child at school and talk to you about what you notice at home.
Educational Psychology	Works directly with children with the most complex special educational needs and disabilities. They offer advice and support on the development of the whole child including their learning needs. Educational Psychologists also contribute to Educational and Health Care Plans (EHCP).
Learning Support Service	Comes into school and completes a detailed assessment on the child's learning needs. They advise strategies to support children in their learning.
Parent and Family Support Advisors (PFSA)	Offers a link between home and school. Provides family with additional support on a range of child related difficulties.
Physical Impairment and Medical Support Team	Advises the school on strategies to support children who are physically impaired. They help schools to enable physically impaired children to be as independent as possible.
Occupational Therapy and Physiotherapy	Offers support and advice for children with physical needs. This can be physical disabilities, support with physiotherapy and conditions such as hypersensitivity and dyspraxia.
Speech and Language Therapy	Work with you and your child to encourage clear speech development. They are also able to help with delayed speech and stammering. We will liaise with therapists and follow guidelines to ensure our practice supports your child's individual needs.
Child and Adult Mental Health Service (CAMHS)	Offers assessments and treatment when children have social, emotional, or mental health needs.
Vision support	Offers support and advice for schools and families with regards to children who have limited or failing eye sight.
Hearing Support	Are able to administer hearing tests and to offer support and advice for children with temporary and permanent hearing loss/difficulties.
School Nurse	The school nurse is available for parents who need support at home with issues from toileting to dietary concerns and to parenting strategies.

## Where can I find the contact details of support services for the parents of children with SEND?

In school, your first point of contact is your child's class teacher. For more information about the organisations and services which can provide additional support, you can contact our SENCo- Miss Booth or our Head Teacher- Mrs Hayward on 01823 698465 (Middlezoy) or 01823 698464 (Othery).

## Helpful websites which provide additional information for parents and carers:

- The Somerset Parent Carer Forum: <https://somerseparentcarerforum.org.uk/>
- Contact a Family: [www.cafamily.org.uk](http://www.cafamily.org.uk)
- The SEND Gateway: [www.sendgateway.org.uk](http://www.sendgateway.org.uk)
- National Autistic Society: [www.autism.org.uk](http://www.autism.org.uk)
- British Dyslexia Association: <https://www.bdadyslexia.org.uk/>
- Sleep advice service Cerebra: <https://cerebra.org.uk/get-advice-support/sleep-advice-service/>
- Somerset SENDIAS: <https://somersestendias.org.uk/>
- The Challenging Behaviour Foundation: <https://www.challengingbehaviour.org.uk/>
- Young Minds: <https://youngminds.org.uk/>

## Where can I find information on where the local authority's Local Offer is published?

The Somerset Local Offer can be viewed at: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

The Local Offer provides information on the services available for children and young people with Special Educational Needs and Disabilities (SEND) aged between 0 to 25 and how to access them.

This information report is Middlezoy and Othery School's contribution to the local offer and details the provision available in our school. Supporting documents can be found on our website, including our SEND policy, a parent leaflet, accessibility plans.

## Glossary of Acronyms

Acronym	
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
TA	Teaching Assistant
ADPR	Assess, Plan, Do, Review
EP	Educational Psychologist
LSS	Learning Support Service
EHCP	Education, Health and Care Plan
EHA	Early Help Assessment
SMART	Specific, Measurable, Achievable, Realistic, Timely
CAMHS	Child and Adult Mental Health Service
PFSA	Parent and Family Support Advisor
TAC	Team Around the Child
TAS	Team Around the School