



## **Charlton Horethorne Primary School SEN LOCAL OFFER**

**Our job is to help your child achieve the optimum they can at school. You know your child best and you may feel that they need some additional help for some or all of their time at school.**

**The 'Special Educational Needs and Disability Code of Practice: 0-25 years' (June 2014), gives guidance to schools in meeting the needs of all young people. It sets out how help should be given in a step-by-step approach.**

**You will be consulted at all stages of this graduated approach and staff will inform you of the additional work they do with your child.**

**Our school is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.**

**The full Code of Practice can be found on the Department for Education and the Department for Health website on:**

**[http://www.gov.uk/government/system/uploads/attachment\\_data/file/342440/SEND Code of Practice approved by Parliament 29.07.12.pdf](http://www.gov.uk/government/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.12.pdf)**

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|----------------|-------------------------------------|----------------|
| Type of school | Church of England VA Primary School | Primary (5-11) |
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| Fully wheelchair accessible   | no                 | Are these school policies available on the school website?   |     |
| Auditory / visual enhancements  | no                 | SEN  | yes |
| Other adaptations   | Easy access toilet | Safeguarding   | yes |
| Our classrooms are set over one floor, with Class One (Ladybird) and Class Two (Bee) in the main building of the school, and Class Three (Dragonfly) in an add-on classroom accessed by a small corridor and step. We also have a Secret Garden site, allotment and school field all of which are within the school grounds and all on one level. |                    | Behaviour  | yes |
|   |                    | Equality and Diversity   | yes |
| Are you aware / familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?   |                    |  | yes |
| Are you able to deliver your core offer consistently across all areas of your school?   |                    |  | yes |
| How do you promote inclusion within the school?   |                    | Lessons are as inclusive as possible, with adjustments made depending on need.<br>Children with disabilities are included on all school visits and residential stays.  |     |
| Parent-carer support & liaison  |                    | <b>How do you involve/support the parent/carers of pupils with SEND regarding &amp; identifying needs?</b><br><b>How do you communicate progress and areas of difficulty?</b><br>Children with SEND work closely with the SENCo, teaching staff, support staff & outside agencies. School, parent/carers and children work closely together to identify targets. Parents' evenings are held in term 1 and 2. A full written report is provided during the academic year. |     |

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| <p><b>What additional information would you like parent/carers to know about your school?</b></p> | <p><b>The following are a sample of intervention (support) programmes we offer:</b></p> <p>Small group literacy support<br/>         Small group phonics sessions<br/>         Small group numeracy support<br/>         Toe by Toe<br/>         Reading catch-up programmes</p> |
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**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING  
 IN THIS SCHOOL:**

| School Based Information   | Staff  | Summary of Responsibilities  |
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| <p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?</p> | <p><b>The SENCO,</b><br/>           Sara Watkins<br/>           (working days –<br/>           Monday -<br/>           Friday)</p> | <p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Ensuring, together with the class teacher, that you are:               <ul style="list-style-type: none"> <li>• involved in supporting your child's learning</li> <li>• kept informed about the support your child is getting</li> <li>• involved in reviewing how they are doing</li> <li>• part of the cycle of planning ahead for them.</li> </ul> </li> <li>• Liaising with all the other people who may be coming into school to help support your child's learning such as the Integrated Therapy Services, Educational Psychologist, Learning Support Advisory Teacher.</li> <li>• Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and</li> </ul> |

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|  | <p><b>Class teachers</b></p>                      | <p>needs.</p> <ul style="list-style-type: none"> <li>• Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.</li> </ul> <p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• The achievement and attainment of all children in their class. They will ensure that their teaching is of high quality and differentiated according to need (Wave 1 teaching)</li> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need. This could be things like targeted work or additional support/ small group work (Wave 2). They are responsible for letting the SENCO know as necessary.</li> <li>• Using individual targets when planning your child’s lessons</li> <li>• Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>• Ensuring that all the school’s policies including SEN are followed in their classroom; for all the pupils they teach with any SEN.</li> </ul> |
|  | <p><b>Head teacher</b><br/>Mrs Jo Williams</p>    | <p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEN.</li> <li>• She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child’s needs are met.</li> <li>• She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.</li> </ul>   |
|  | <p><b>SEN Governor –</b><br/>Mrs Anne Bawtree</p> | <p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is made for any child who attends the school who has SEN.</li> </ul>   |

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|  |  | <ul style="list-style-type: none"> <li>• Monitoring the SEN provision alongside the SENCo</li> <li>• Developing and reviewing policies and other SEN documents with the SENCo</li> </ul> |
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## HOW WILL THE SCHOOL KNOW THAT MY CHILD NEEDS EXTRA HELP?

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| How does the school identify children who have SEN? | Staff involved  | What will happen?   |
|   | <u>School assessments</u><br><br>Teachers<br>Support staff<br>SENCo | <p><b>Teachers are responsible for assessing and monitoring the progress of all children in their class.</b></p> <ul style="list-style-type: none"> <li>• If a child fails to make expected progress despite additional support the class teacher is responsible for initiating some additional Wave 2 (or booster / catch-up) work. This may be in a small group or on a one to one basis and will be focussed on a particular aspect of learning. The SENCO may be involved in discussions and advice – via the meetings with class teachers about individual pupil progress. Information about progress and support will be shared with parents / carers and the SENCO.</li> <li>• If a child continues not to make the expected progress the class teacher may then request that the SENCO becomes involved.</li> <li>• The SENCO may then invite the parents/ carers to a meeting and / or carry out observations and assessments to inform a decision as to whether a child needs to be entered onto the plan – do – review SEN cycle.</li> <li>• The SENCO may contact outside agencies in order to understand a child’s needs more clearly</li> </ul> |

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|  | <p><u>School concerns</u><br/> Teachers<br/> Support staff<br/> SENCo<br/> External Agencies</p>                      | <p><b>Staff may observe that a child is experiencing specific barriers or difficulties with learning.</b><br/> <b>If so:</b></p> <ul style="list-style-type: none"> <li>• The class teacher is responsible for initiating some additional support. This may be in a small group and focussed on a particular aspect of learning. The SENCO may be involved in discussions and advice, and information about progress will be shared with the parents/carers and the SENCO.</li> <li>• If a child continues not to make the expected progress the class teacher may then request that the SENCO becomes involved.</li> <li>• The SENCo may then invite the parents/ carers to a meeting and / or carry out observations and assessments to inform a decision as to whether a child needs to be entered onto the plan – do – review SEN cycle</li> <li>• The SENCo may contact outside agencies in order to understand a child’s needs more clearly.</li> </ul> |
|  | <p><u>Parental / carer concerns</u><br/> Parent/carer<br/> Teacher<br/> SENCo<br/> Head Teacher<br/> SEN Governor</p> | <p><b>You may observe that your child is experiencing specific barriers or difficulties with learning.</b></p> <ul style="list-style-type: none"> <li>• If you have concerns about your child’s progress you should speak to your child’s class teacher who will discuss further with the SENCo if necessary.</li> <li>• If you feel your child is still not making sufficient progress then concerns may be addressed to the SENCo.</li> <li>• If you continue to feel that your child’s needs are not being met you can make your concerns known to the Head Teacher or the school SEN governor.</li> </ul>   |

## HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority such as advisory teachers, Educational Psychologists, Sensory, Physical and Medical Support Team
- Staff who visit from outside agencies such as the Integrated Therapy Service ( -Speech and Language therapy (SALT), Occupational Therapy (OT) and Physiotherapy)

The support will be provided through a graduated response. The content of this response is described further in the school's graduated response circle and provision map which are included as an appendix to this school offer.

|  | Types of support provided | What would this mean for your child? | Who can get this kind of support? |
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| What are the different types of support available for children with SEN in this school? | <p><b>Wave 1</b></p> <p><b>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching / Wave 1</b></p>   | <ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and can understand</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning approaches.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn.</li> </ul> | All children in school should be getting this as a part of excellent classroom practice |
|   | <p><b>Wave 2</b></p> <p><b>Specific group work within a smaller group of children (Wave 2). This group may be</b></p> <ul style="list-style-type: none"> <li>• Run in the classroom or another teaching space</li> <li>• Run by a teacher or Teaching Assistant who has had training to run these groups.</li> </ul> | <ul style="list-style-type: none"> <li>• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</li> <li>• She is responsible for the planning and review of the sessions and will liaise with the teaching assistant about planning, delivery and outcomes from the group.</li> <li>• Information will be shared with you and the SENCO, and recorded on the school's provision map</li> </ul>   | Any child who has specific gaps in their understanding of a subject/area of learning.   |
|   | <p><b>Wave 3</b></p>   | <ul style="list-style-type: none"> <li>• Your child will have been identified by the class teacher and SENCo as needing more</li> </ul>  | Children with   |

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|  | <p><b>Specialist groups or individual sessions (Wave 3)</b> which means they have been identified by the class teacher and SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Specialist Advisory Teachers</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist.</li> </ul> | <p>specialist input in addition to excellent class room teaching and intervention groups.</p> <ul style="list-style-type: none"> <li>• You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. This meeting will be part of a termly plan –do – review SEN cycle.</li> <li>• You may be asked to give your permission for the school to discuss your child at a Multi-professional Consultation meeting. This is a way of the school accessing advice from external agencies.</li> <li>• You may be asked to give permission for your child to be referred to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist or Specialist Advisory Teacher. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school.</li> <li>• The specialist professional may work with your child / carry out assessments or observe them in the school setting in order to understand their needs and make recommendations. These may include: <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better</li> <li>○ Support to set focussed targets which will include their specific expertise for teachers to implement</li> <li>○ A specialised group or individual work</li> </ul> </li> <li>• The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul> | <p>specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. They will receive support that is different from and additional to the Wave 1 and 2 teaching that is available to all children.</p> |
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|  | <p><b>Specified Individual Support</b></p> <p><b>This is usually provided via a Statement of Special Educational Needs or from September 2014 an Education, Health and Care Plan (EHC Plan).</b> This means your child will have been identified by the class teacher and the SENCO as needing a <b>particularly high level of individual teaching</b> which cannot be provided from the budget available to the school.</p> <p>Your child will also need specialist</p> | <ul style="list-style-type: none"> <li>• The school or you can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more detail about this from the Somerset County Council website</li> <li>• After the request has been sent in to the Local Authority (with a lot of information about your child including some from you), they will decide whether they think your child’s needs -as described in the paperwork provided, seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the SEN support.</li> <li>• After the reports have all been sent in the Local Authority will decide if your child’s needs are severe and complex and that they need more support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an Educational Health and Care Plan. If this is not the case, they will ask the school to continue with the SEN support. They may also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li> <li>• The Statement or Educational Health and Care Plan will outline the individual/small group support your child will receive and how the support should be used and what strategies must be put in place to get the best outcomes for your child.</li> <li>• An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</li> </ul> | <p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>• Severe and complex</li> <li>• lifelong</li> </ul> |
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|  | <p>support / advice from a professional outside the school. This may be from an Educational Psychologist, Specialist Advisory Teachers or other outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist.</p>   |  |  |
| <p>How can I let the school know I am concerned about my child's progress in school?</p>                         | <ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you should speak to your child's Teacher</li> <li>• If your child is still not making progress the concerns may need referring to the SENCO.</li> <li>• If you continue to feel that your child is still not making progress you should speak to the Head teacher or the school SEN Governor.</li> </ul>   |  |  |
| <p>How does the school monitor progress and let me know if they have any concerns about my child's learning?</p> | <ul style="list-style-type: none"> <li>• Charlton Horethorne is a small school, and we pride ourselves on all staff knowing all children and their abilities. Any students who give concern are discussed and appropriate actions agreed and reviewed. We hold Pupil Progress Meetings and SEN Review meetings. Parent/carer evenings are arranged twice a year, you will also receive an end of year written report.</li> <li>• When a teacher or a parent / carer has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO.</li> </ul> |  |  |

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|   | <ul style="list-style-type: none"> <li>• The school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> <li>○ To listen to any concerns you may have</li> <li>○ To plan any additional support your child may receive</li> <li>○ To discuss with you any referrals to outside professionals to support your child's learning</li> </ul> </li> </ul>  |
| How is extra support allocated to children and how do they move between the different levels? | <ul style="list-style-type: none"> <li>• The school budget, received from Somerset LA, includes money for supporting children with SEN.</li> <li>• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.</li> <li>• The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> <li>○ those children getting extra support already</li> <li>○ those children needing extra support</li> <li>○ those children who have been identified as not making as much progress as would be expected and to decide what resources/training and support is needed.</li> </ul> </li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> </ul> |

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| Who are the other people providing services to children with an SEN in this school? | A. Directly funded by the school                                       | <ul style="list-style-type: none"> <li>• Teaching Assistants</li> </ul>   |
|   | B. Paid for centrally by the Local Authority but delivered in school   | <ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• Learning Support Service</li> <li>• Communication and Autism Service</li> <li>• Sensory, Physical and Medical Support Service</li> <li>• Social Emotional Support Service</li> <li>• Parent and Family Support Advisors</li> </ul> |
|   | C. Provided and paid for by the Health Service but delivered in school | <ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Integrated Therapy Service ( speech therapy, occupational therapy, physiotherapy)</li> </ul>   |

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| <p>How are the teachers in school supported to work with children with an SEN and what training do they have?</p> | <ul style="list-style-type: none"> <li>• The SENCO's job is to support the teachers in planning for children with SEN.</li> <li>• The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information and training on SEN issues such as ASD, dyslexia etc.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.</li> <li>• The SENCo has a National Award for SENCo Qualification.</li> <li>• The teaching staff have received training in ASD &amp; Social Communication, the New Code of Practice, Identifying and Assessing Pupils with Literacy Difficulties.</li> <li>• The Teaching Assistants have attended training on Manual Handling, Physical Impairment, Teaching Reading to Pupils with SEN, Individualised Literacy Intervention</li> </ul> |
| <p>How will the teaching be adapted for my child with learning needs (SEN)?</p>                                   | <ul style="list-style-type: none"> <li>• Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.</li> <li>• Teaching Assistants will support with your child's learning in the classroom.</li> <li>• Specific resources and strategies will be used to support your child individually and/or in groups.</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</li> </ul>   |
| <p>How will we measure the progress of your child in school?</p>  | <ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his/her teachers, and if an SEN need is identified by the SENCo.</li> <li>• Your child's progress is reviewed formally every term and an assessment system which enables the school to check what your child has learnt &amp; whether he/she is on track to meet expectations at the end of the key stage. If your child is working significantly below the expected level, your child will be assessed using another scale of levels that assess attainment. The levels are called 'P levels'.</li> <li>• The first new key stage 1 and 2 tests in English, Mathematics and Science, based on the new national curriculum will be taken by pupils for the first time in the summer of 2016.</li> <li>• The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual</li> </ul>  |

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|  | <p>Review</p> <ul style="list-style-type: none"> <li>• The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.</li> </ul>  |
| <p>What support do we have for you as a parent of child with an SEN?</p>     | <ul style="list-style-type: none"> <li>• We would like you to talk to your child’s teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.</li> <li>• The SENCO is available to meet with you to discuss your child’s progress or any concerns/worries you may have.</li> <li>• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</li> <li>• Homework will be adjusted as needed to your child’s individual needs.</li> </ul>   |
| <p>How have we made Charlton Horethorne accessible to children with SEN?</p> | <ul style="list-style-type: none"> <li>• We ensure that equipment used is accessible to all children regardless of their needs.</li> <li>• Key words and literacy resources are used across the school to support learning.</li> <li>• Practical maths resources are available in all classes.</li> <li>• Visual timetables / reminders / learning prompts are used in all classrooms</li> <li>• Considerations will be made to ensure that all school trips are inclusive. Alternative activities may be offered whilst on a school trip to meet the needs of your child. If necessary an additional adult may accompany your child on the trip.</li> <li>• There is a disabled access toilet in school. All classrooms are on one floor (with a step up to one classroom) in a building that pre-dates disabled access regulations.</li> <li>• All children can access the outside spaces for activities that we offer eg. the school field, the school allotment</li> </ul> |

How will we support your child during transition? (ie. Moving to our school /when they are moving to another class or leaving this school? )

We recognise that ‘moving on’ can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

- If your child is moving into our school;
  - We will discuss any learning needs with the prior setting
  - Provide a transition booklet if necessary
  - Invite your child for some additional visits prior to joining our school
  
- If your child is moving child to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
  - If necessary arrange additional visits for your child to the new setting, or invite staff to visit your child at our school
  - Your child may be part of a specific supported group before transfer to a new school where students will have the opportunity to discuss any worries and learn new skills relevant to their transfer
  
- When moving years in school:
  - Information about your child will be shared with their new teachers
  - If your child would be helped by a personalised plan for moving to another year, we will put this in place.
  - Organise specific times for your child to visit the new class
  - Provide a transition book if necessary

Additional information:

Autism & Communication Service provide support for children and young people with Autism Spectrum Conditions and communication needs, their parent-carers, schools, academies and free schools. There needs to be evidence of particular needs for the service to be involved. A referral through school is required in order to access this service.

CAMHS, Children and Adolescent Mental Health Services provide a specialist mental health service for children and young people aged 0 – 18 (up to 19 for young people with additional needs), who may be experiencing a range of mental health problems. The overall goal of our service is to enable children and young people to achieve a fulfilling, meaningful life, and a positive sense of belonging in their community. A referral through a wide range of agencies, e.g. medical service, social care, school is required in order to access this service.

EPS, Educational Psychology Service supports schools, Early Years settings and others supporting the needs of children & young people through a graduated approach, based on the Assess-Plan-Do-Review process. A referral through school is required in order to access this service.

ITS, Integrated Therapy Services provide a local, community service for children and young people aged 0 - 19 years who have physical, occupational and speech and language difficulties in Somerset. A referral through school is required in order to access this service or a recommendation from the medical services.

Paediatricians are usually medical professionals who specialise in children's health & development. A referral is made through the General Practitioner (your doctor) who gain information from you and from the school. In some cases, Paediatricians are involved from a very early age.

Somerset GetSet: Early support for children, young people and families in Somerset.

Somerset Parent and Young People's Partnership Service and Choice Advice Service provide a free impartial service to help families (for young people aged between 16 and 25) with advice regarding school admissions and appeals. A referral can be made by the parent-carer, young person or through school.

The Health Visiting Service provides a home visiting and community based service to support children and families in promoting health and wellbeing. The service works predominately with families with children under 5 years.

The Physical Impairment and Medical Support Team provide educational support for any child who lives in Somerset and has a confirmed diagnosis of a physical impairment or medical need. A referral through school is required in order to access this service.

The Somerset Local Offer contains information about services relating to special educational needs, disabilities, education and more. The website contains links to local activities, groups and support near you. There are links about how to access Council and NHS funded services.

TEACCH (Teaching, Expanding, Appreciating, Collaborating, Co-operating, Holistic) is a service, training, and research program for individuals of all ages and skill levels with Autism Spectrum Condition.

**Contact information for some of the services we currently access:**

Autism & Communication Service

Holway Centre,

Byron Road,

Taunton, TA1 2JD

Tel: 01823 334 475

email: [pharnett@somerset.gov.uk](mailto:pharnett@somerset.gov.uk)

CAMHS Children and Adolescent Mental Health Services, South Somerset

Balidon Centre

56 Preston Road

Yeovil

BA20 2BX

Tel: 01935 384140

Web: <http://www.sompar.nhs.uk/what-we-do/children-and-young-people/children-and-adolescent-mental-health-services-camhs/>

Integrated Therapy Services

Priory House,

Glastonbury Road,

Wells, BA5 1XL

Tel: 01749 836 691

email: [IntegratedTherapies@sompar.nhs.uk](mailto:IntegratedTherapies@sompar.nhs.uk)

Somerset Educational Psychology Service

Support Services for Education

Somerset County Council

Morley House, 26 West Hendford, Yeovil, BA20 1XE

Tel: 01935 463888

Web: [www.somerseteducationsupportservices.co.uk](http://www.somerseteducationsupportservices.co.uk)

Somerset GetSet: [www.getsetsomerset.org.uk](http://www.getsetsomerset.org.uk)

Somerset Parent and Young People's Partnership Service and Choice Advice Service

Choice Advice Service

County Hall

Taunton

Somerset TA1 4DY

Tel: 01823 356903 or 07775 027442

Email: [choiceadvice@somerset.gov.uk](mailto:choiceadvice@somerset.gov.uk)

Somerset Special Educational Needs & Disability Information, Advice & Support

Phone: 01823 355 578

email: [info@somersetsend.org.uk](mailto:info@somersetsend.org.uk)

website: <http://www.somersetsend.org.uk/welcome/>

The Somerset Local Offer

Website: <https://somerset.local-offer.org/>

The Physical Impairment and Medical Support Team

Tel: 01823 334 475