

Useful information:



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

Somerset's local offer provides information on the services available for children and young people up to 25 years with special educational needs and/or disabilities. (SEND).



<https://somersetsend.org.uk/>

Somerset SENDIAS provides information, advice and support about special educational needs and disability (SEND) for parent carers, children and young people (up to the age of 25).
The service is free, confidential and impartial.



<https://www.somersetbigtent.org.uk/>

Somerset Big Tent provides a range of services including positive activities, therapeutic services and specialist support to increase positive wellbeing and improve mental health within children and young people aged 5-25 in Somerset.

Your Special Educational Needs & Disability Coordinator (SENDCo) is **Mrs Alison McNamara**

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<https://www.st-georges-somerset.org.uk/web>

St George's
Catholic School



PARENT/CARER INFORMATION

SEND (SPECIAL EDUCATIONAL NEEDS
AND DISABILITIES)



Follow **Somerset's SEND Local Offer** on Facebook
for information about local events.



The SEND Code of Practice

The SEND code of practice was published in June 2014 and updated in April 2020.

The Special Educational Needs and Disability (SEND) Code of Practice has been created to provide guidance to those organisations working with, and providing support to, children and young people (from 0 to 25 years) with special educational needs and disabilities.

It outlines the legal requirements and statutory guidelines for schools, academies and local authorities, as set out in the Children and Families Act 2014, the Equality Act 2010, and the Special Educational Needs and Disability Regulations 2014.

Defining Special Educational Needs

Within the code (pages 15 and 16), SEN is defined as the following:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

The four broad areas of need

Communication and interaction: This incorporates those children with speech, language and communication needs (SLCN) who have difficulty understanding and communicating with others. This may include children and young people with ASD.

[Communication and Interaction | Whole School SEND](https://www.wholeschoosend.org.uk/page/communication-and-learning)

Cognition and learning: This focuses on those children and young people who learn at a slower pace than their peers, as well as those with Specific Learning Difficulties (SpLD), including dyslexia, dyscalculia and dyspraxia.

<https://www.wholeschoosend.org.uk/page/cognition-and-learning>

Social, emotional and mental health difficulties:

Those children who may have become withdrawn or isolated, as well as those displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, eating disorders or physical symptoms that are medically unexplained.

<https://www.wholeschoosend.org.uk/page/social-emotional-and-mental-health>

Sensory and/or physical needs: This encompasses children with a disability that prevents or hinders them from making use of the educational facilities generally provided – including those with visual or hearing impairments, multi-sensory impairments, and/or physical disabilities.

<https://www.wholeschoosend.org.uk/page/sensory-and-physical>

The Graduated Response

St. George's understand the importance of early identification of the needs of the child so that appropriate provision can be put in place at the earliest opportunity.

Where there is a concern about a child, we work through a **graduated response** to ensure the relevant and purposeful action to identify, assess and meet the special educational needs of the child has taken place.

The graduated response is a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the child in making good progress. Progress is monitored at every stage of the graduated response.

