



Pyrland School



SEND Information Report

September 2026

SEND Information Report



This report is designed to inform you of the types of support available for your child at Pyrland School. It will help you understand who can help and how this help can be accessed. This report has been co-produced with staff, parents/carers, students and governors.

Taken from the SEND Code of Practice:

Children aged 0 to 25 years – January 2015

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Namely provision that is different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (6.15 pg 94)



What kinds of SEND are provided for at the school?

The SEND Code of Practice 0-25 identifies four broad areas of Special Educational Need. The table below shows the SEND category of need along with the range of needs within each category

Category of Need	Range of needs within the category
Communication and Interaction	Speech, language and communication needs (SLCN) Autistic Spectrum Disorder (ASD)
Cognition and Learning	General Learning Difficulties from moderate (MLD) to severe (SLD) or profound multiple learning difficulties (PMLD) Specific Learning Difficulties (SpLD) including Dyslexia, Dyscalculia and Dyspraxia
Social, Emotion and Mental Health difficulties	Anxiety or depression Withdrawn or isolated behaviours Challenging or disturbing behaviour Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder
Sensory and/or physical needs	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment Physical disability Sensory Processing Disorder

Individual
Learning
Passport (ILP)

Enhanced
Learning
Provision (ELP)

Mental Health
and Wellbeing
Referrals

ASD/ADHD
Facilitator

Reasonable
Adjustments

Learning
Mentors

TA Support

Medical /
Accessibility
Plans

How does the school know if a young person needs extra help?

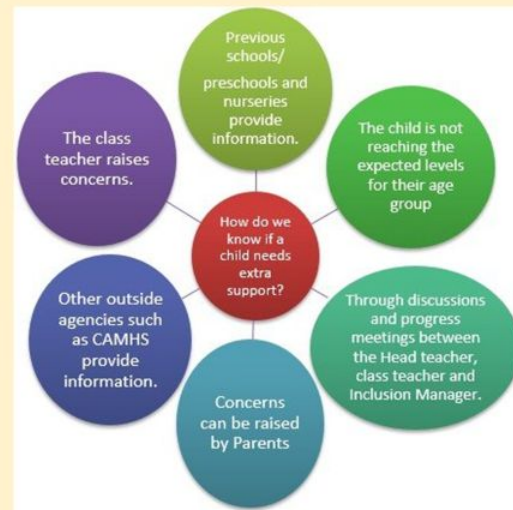


A child may be identified as having Special Educational Needs (SEN) at any stage during their education. This may be a long term difficulty or disability requiring specific intervention or something new that develops during their time at Pyrland School.

Prior to entry to Pyrland School, we will liaise with key staff from your child's previous educational setting in order to gain essential information that allows us to understand and plan for your child's needs.

Information may also come from a variety of other sources:

- *An Education, Health and Care Plan (EHCP).*
- *An officially recognised diagnosis requiring SEND provision.*
- *Involvement from external agencies/professionals.*
- *Results from diagnostic or standardised tests.*
- *Pyrland School own assessment framework.*
- *Staff observations.*
- *Parental concerns.*
- *Child self-referral.*



What are people's views on inclusion at our school?



Yr10
Student

- *"I know which staff to go to, if I need help and they give me more than one chance to help me – they don't give up on you."*

Parent
View

- *"The school SEND team are very nurturing and adaptive regarding each child with SEND. They listen to my concerns and if possible take action."*

Staff
View

- *"The Angelou Centre has had a positive impact on students, who struggle with the school environment, It is a place where students feel safe and heard."*

Ofsted
View

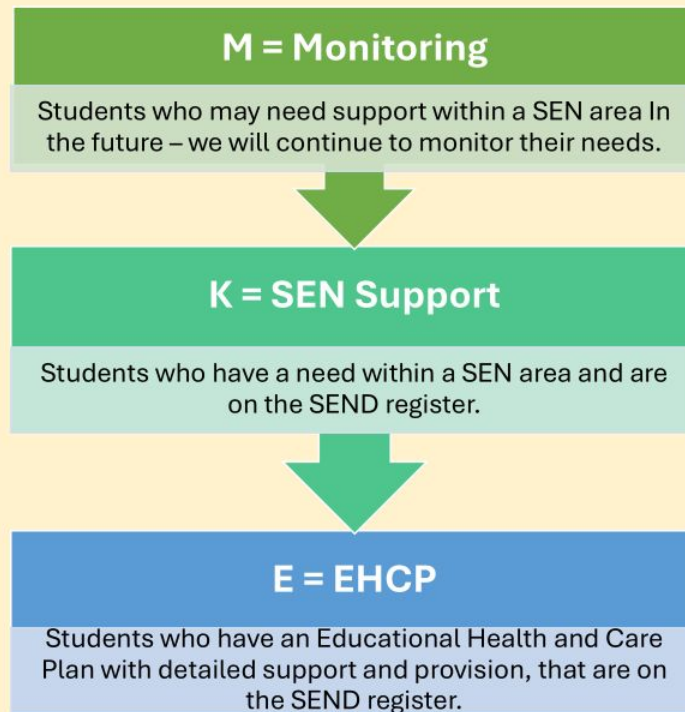
- *"Leaders have particularly considered how teaching can best support pupils with special educational needs and/or disabilities (SEND)." **Ofsted, Oct 2025.***

How do we decide if a student should be on the SEND register?



A student has SEN where their learning difficulty or disability calls for provision, which is different from or additional to that normally available to pupils of the same age. We call this Universal Provision.

In deciding whether to make special educational provision, Pyrland School will consider all of the information gathered from within the school about the student's progress. This will include high quality and accurate formative assessment, behaviour data, attendance data, feedback from teachers, as well as the student's and parents' views. This should then help determine the support that is needed and whether it can be provided by adapting the school's universal provision, or whether something different or additional is required.



All students on the SEND register (including M) have an Individual Learning Passport (ILP) on Arbor.

EHCP

Arbor code on registers.

E

An education, health and care plan (EHCP) is for children and young people aged up to 25 who need more support than is available through having SEN status. EHCPs identify educational, health and social needs and set out the additional support to meet those needs. This is a legally binding document and is regularly monitored and checked by the local authority. These students will be shown on your registers as E.

SEN Status

Arbor code on registers.

K

These students are on the SEND Register. The majority of support will come from Pyrland's Universal Provision. Some may receive time bound interventions by the SEND team as appropriate. These students have an Individual Learning Passport (ILP) on Arbor. These students will be shown on your register as K – SEN status.

Monitoring

Arbor code on registers.

M

These students are NOT on the SEND register. They are being monitored by the SEND department and should be marked on your seating plans as M. They might move onto and off the SEND register throughout their time at Pyrland School. They could have a diagnosed condition e.g. Autism or Dyslexia, but do not require additional interventions as part of their day-to-day timetable. Their needs will be catered for through Pyrland's Universal Provision and Inclusion strategies in the classroom. These students will be shown on your registers as M.

Communication and Interaction Needs

Cognition and Learning Needs

Physical / Sensory Needs

Social Emotional and Mental Health Needs

Increasing Severity / Complexity of Need

How is the decision made about how much support my child needs?



The school follows a 'Graduated Response' to identify student's needs and how much support is required. This begins at the 'Monitoring' stage for children with an identified need/concern that can be met with universal provision that is available to all students. If support which is additional to and different from their peers is required, this sits within the school's 'SEND Support' stage.

If a child has complex/acute needs, this sits within the school's 'Monitoring' stage and usually means that a student requires an Education, Health and Care Plan to support their needs and identify specific provision. All progress is monitored through an 'Assess, Plan, Do, Review' process that measures the impact of any intervention/strategy in place and helps us to plan for appropriate future support.



What do school staff say are their responsibilities with regards to inclusion?



Staff
View

- *"Inclusion is an acknowledgement that **all children have a right to an education** and that part of a teacher's role is to ensure that happens for everybody to the best of our abilities."*

Staff
View

- *"Inclusion in the classroom means providing **high quality first teaching** and regularly checking learning as part of the lesson."*

Staff
View

- *"A large part of an inclusion is also about **knowing the needs of individual students.**"*

How will the school's approach be adapted to match my child's needs?



Most children will follow the same curriculum as their peers, with teachers altering the lesson content to take account of your child's learning needs. Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs. Specific resources and strategies may be used to support your child individually and/or in groups.

Teachers will liaise with the SENDCo, to personalise their approach and ensure your child's progress. This may include, where appropriate a differentiated behaviour management plan for your child in line with professional advice.



"A range of strategies, including a new phonics programme, has been implemented to support pupils to read well." **Ofsted, Oct 2025**

How are resources allocated and matched to my child's needs?



It may be that your child needs extra support with their learning, we can provide a range of useful tools and resources to support them.

Reading
Ruler

Coloured
Overlays

Pencil / Pen
Grips

Printed
Handouts

Large
Text

Concentration
Aids

Visual
Cues

Sentence
Starters

TA
Support

Adapted
Homework
Booklets

Directed
Timeout

Use of a
Laptop

Universal Provision



Universal Expectations

Pedagogy

- Use The Learning Cycle structure.
- Have **explicit** and **regular** classroom **routines** using STARS, visually referencing the Pyrland Principles and using our shared language.
- I Do, We Do, You Do: provide example of finished work.
- Guided reading with a ruler.
- Provide handouts with text at least size 12.
- Speak slowly and clearly, particularly when giving instructions and reading aloud.
- Pause- Check- Clarify.
- Show me boards.
- Alternative recording methods (EAA): laptop; scribe.
- Circulate, support and live mark.

Relational Approach

- Sky High Expectations: "show me your best". Have empathy with boundaries and follow our behaviour policy consistently.
- Careful consideration with seating plan.
- Remain calm.
- Build positive relationships.
- Positively phrase behaviour corrections, e.g. 'I need you to complete this task to the same excellent quality as last lesson'.
- Private interventions to correct behaviour/least invasive first.
- One in-one out at lesson starts.
- Praise ratios 5:1, positive phone calls home and purple cards.
- Warn, move, remove.

2

"Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school".
EEF, 2021

Assess,
Plan, Do,
Review

Universal Best Practise

- Reduce unnecessary talk; use visuals.
- Deliver one, precise instruction at a time.
- Provide numbered, step-by-step instructions.
- Employ echo reading.
- Use the student's name to gain attention.
- Allow time to process: Cold call plus pause.
- Provide methods for indicating understanding of instructions (e.g. traffic light system).
- Opportunities to talk through learning with a peer.
- More regular communication with parent/carer, including the positives!
- Allow the use of fiddle/distraction items.
- Suggest movement breaks e.g. handing out equipment or resources.
- Use faculty TA.
- Use Hinge Questions.

Before referring to SENDCO –

- Have you followed the ILP?
- Have you discussed concerns with student?
- Have you contacted parents/carers to discuss concerns?
- What are the learners interests and strengths? How are you using these?
- Is the teaching/curriculum accessible?
- Have you discussed with colleagues, subject team, Head of Year?
- Have you observed the student in a successful lesson? (if applicable).
- Have you documented at least 2 cycles of Assess-Plan-Do-Review? If yes, use the Quick Checkers to refer to the SENDCo (found in the Graduated Response Teams folder).

"Senior leaders recognise the importance of excellent class teaching as the key to improving outcomes... The Pyrland Principles provide a clear framework to support high quality teaching for all students."

David Bartrum OBE
Prescient Education
January 2024.

How will the school support my child?



All teaching staff follow the universal teaching provision. Teachers will also use the student's ILP to annotate their seating plans, in order to help and support the student with their individual needs.

An Individual learning Passport (ILP) allows for students to voice their likes, dislikes, as well as their difficulties. Staff will then work with your child to produce strategies for both the student and staff members supporting them. The ILP will then be shared with teaching staff to ensure support is in place.

We also have an extensive team of experienced support staff who are able to offer a wide range of small group and 1:1 interventions as well as in class support, all dependent on individual need.

"Staff are now provided with high-quality information about how to help pupils with SEND to achieve all that they can." Ofsted, Oct 2025.



Individual Learning Plan - APDR

Student Name:	Tutor Group:
SEND Status:	Area of Need:
Completed By:	Date of Plan:



Assess – What are the student's strengths/interests and difficulties?

Strengths: •	Difficulties: •
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Plan – What teaching strategies will support the student?

•

Review – Term 1, Term 2, Term 3

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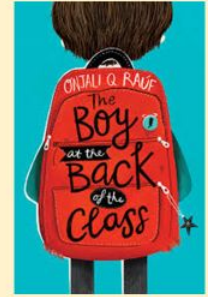
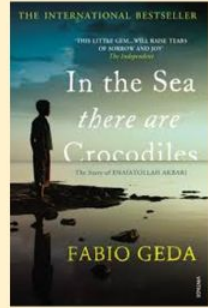
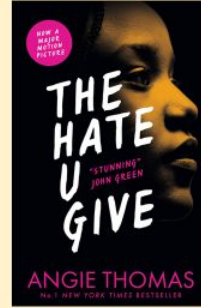
How will the school support my child?



To promote reading for pleasure and to ensure exposure to a diverse range of reading material, students in Years 7-11 read every day in a designated 'Read to Succeed' session.

During these sessions, students across a year group experience the same carefully chosen text, read aloud to them by their tutor. This offers numerous benefits for all students, including: improving comprehension, enhancing vocabulary, strengthening relationships and increasing engagement with literature. The Read to Succeed texts are chosen to ensure students are exposed to different perspectives, cultures and time periods, as well as to engage with many of the issues and challenges that young people face in their lives to build in them a resilient and growth mind-set.

"Pupils read daily to improve their fluency and enjoyment of texts. Pupils who struggle with reading are provided with effective support." Ofsted, Oct 2025



Who might work with my child?



**Laura Gold
SENDCo**



**Elle Brooker
Inclusion & SEMH Lead**



**Cheryl Finlayson
Autism & ADHD Facilitator**



**Phil Evans
SEND Teacher & Early
Reading Support**



**Rachel Lewis
SEND Teacher**



**Kirsty Oatley
Sensory & Physical and
Forest School Lead**



**Alison Vercoe
Mental Health Lead**



**Natalie Cridge
ELSA**

What provision is there for SEND children at Pyrland School?



We have our Enhanced Learning Provision (ELP) which takes place in our dedicated SEND classrooms for students in Year 7 and 8.

The ELP is a provision that delivers tailored and high-quality teaching to students with SEND who are working at very low curriculum levels. It is a specialist provision where we are committed to fostering an inclusive and supportive learning environment where every student can thrive academically and personally.



Phil Evan
SEND Teacher



Rachel Lewis
SEND Teacher

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Phil Evan
SEND Teacher



Rachel Lewis
SEND Teacher

What provision is there for SEND children at Pyrland School?



We have a wide range of referral based alternative provisions for students who we feel may need extra support to aid transition and any identified Social, Emotional, Mental Health needs.



**Onsite Forest
School**



**The
Snug**



**Draw
and Talk**



**Nurture
Group**

What support will there be for my child's overall wellbeing?



Pyrland school is committed to the wellbeing of your child. The first point of contact will always be your child's tutor, who will then follow our Graduated Response offering help and guidance to support their needs.

We have a variety of after school clubs available to support your child's social and personal development.

Our PSHE curriculum is taught weekly and provides children with opportunities to discuss and identify how to look after and develop their own wellbeing, alongside other topics.



Support for your child's mental health and wellbeing



We have an onsite safeguarding team who is committed to safeguarding and promoting the welfare of our children and young people.



Adrian Reynolds
DSL



Katie Baines
Operational DDSL



Olivia Bentley
DDSL



James Mason
DDSL



Laura Gold
DDSL



Bryony Forgan
Safeguarding
Lead Governor

Support for your child's mental health and wellbeing



We have an Emotional Literacy Support Assistant (ELSA) who can create a bespoke programme to work with students 1:1 or in small groups for a minimum of 6 weeks.

Within these sessions, students will work closely with the ELSA, exploring a variety of topics linked to emotional literacy. They will learn about and explore their own thoughts, feelings, and emotions as well as those around them, developing techniques to help overcome and manage their own emotions within a safe and trusted environment.



Natalie Cridge
ELSA



Support for your child's mental health and wellbeing



Mrs Vercoe is our Senior Mental Health Lead who monitors and develops our whole school approach to mental health and wellbeing. This includes:

- Early identification of mental health needs.
- Developing our graduated response.
- Mental Health information sharing through tutor activities/assemblies/PHSE lessons/parent workshops.
- Building a student team of wellbeing champions and a wellbeing action group.
- Liaising with external agencies to make timely appropriate referrals.
- Delivering group and 1-1 interventions.



Alison Vercoe
Mental Health
Lead

Our whole school approach is based around the eight principles of the Somerset Wellbeing Framework.

What specialist services are available to support my child?

The staff team, has specialist knowledge in dyslexia, autistic spectrum conditions, speech and language disorders and physical/sensory needs. As well as considerable experience supporting students with dyspraxia, dyscalculia, general learning difficulties and all aspects of social, emotional and behavioral difficulties.

Additional agencies supporting the school include:

- *Educational Psychology Service (EPS).*
- *Child and Adolescent Mental Health Service (CAMHS).*
- *Mental Health Support Team (MHST).*
- *Children and Young People's Therapy Service (including Speech & Language Therapists, Physiotherapists, etc).*
- *Local Authority Access to Inclusion Team.*
- *Education Safeguarding Service (ESS).*



How will my child be included in activities outside of the classroom?



Students with SEND are supported and encouraged to be fully involved in all aspects of school life.

Individual arrangements (and risk assessments if necessary) are planned in advance to ensure they can be appropriately included on trips, offsite activities and extra-curricular events.

Pyrland School has a wide-ranging enrichment offer, which we call 'The Pyrland Promise',



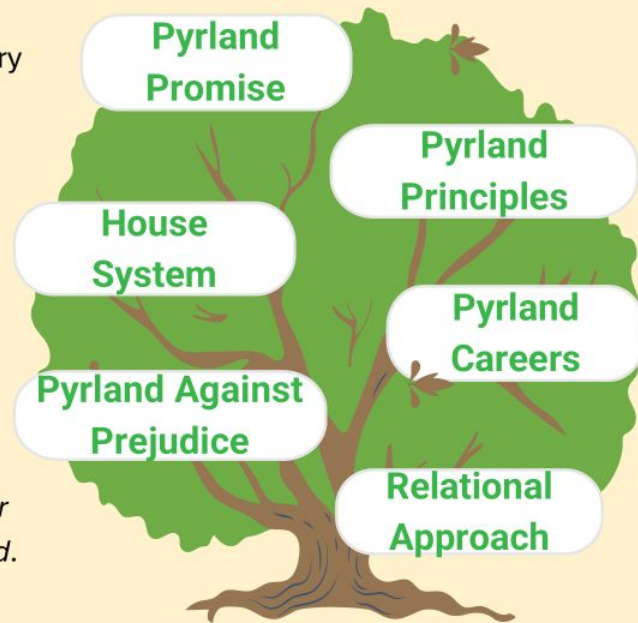
How will I know what progress my child is making?



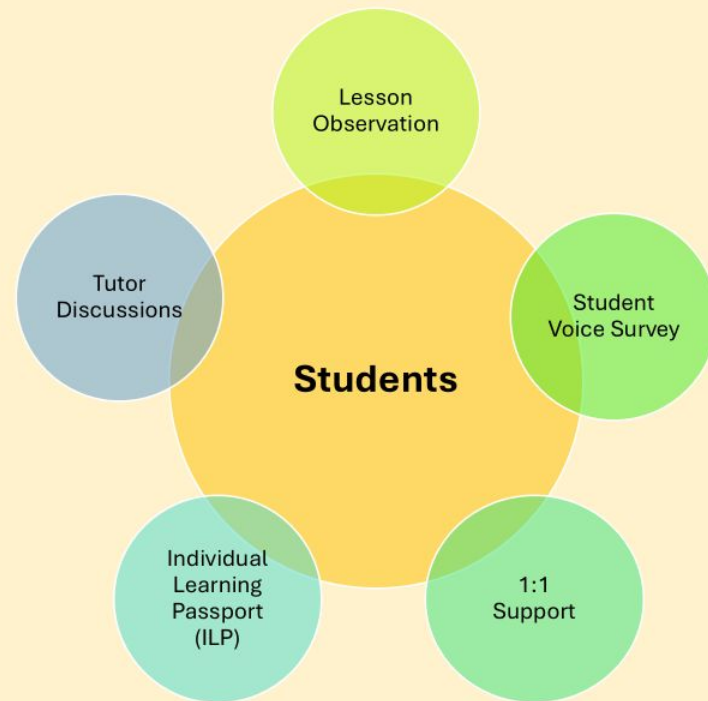
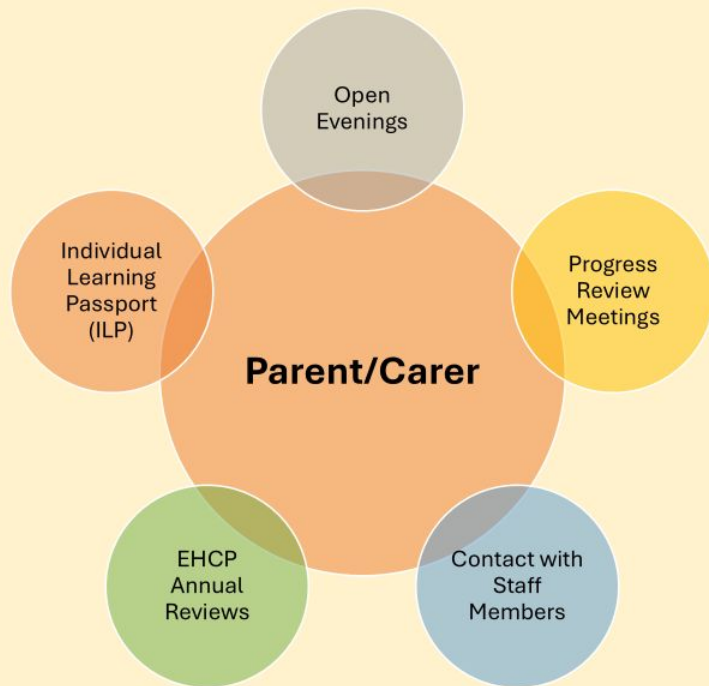
Individual progress for any child can be affected by a number of factors, meaning that it can vary from year to year highlighting the need for a graduated response. At Pyrland School, we track each student's progress from the baseline information we collect on entry to the school. Progress can include success in non-academic areas such as life skills, social and emotional development, etc. and this is equally monitored and targeted.

In addition to the school's usual reporting process, students with SEND may also have:

- *Annual Review meetings (for students with an Education, Health and Care Plan).*
- *Meetings with outside agencies.*
- *Progress evenings.*
- *Specific meetings with other relevant members of staff.*
- *Together with the SENDCo, they will advise teaching staff on strategies to support your child in mainstream classes and liaise with any outside agencies who may be involved.*



How will my child and I be involved in decision making and planning for their education?



How will the school advise me if they have concerns about my child?



If we have concerns about any aspect of your child's school life, their Tutor or Head of Year will contact you.

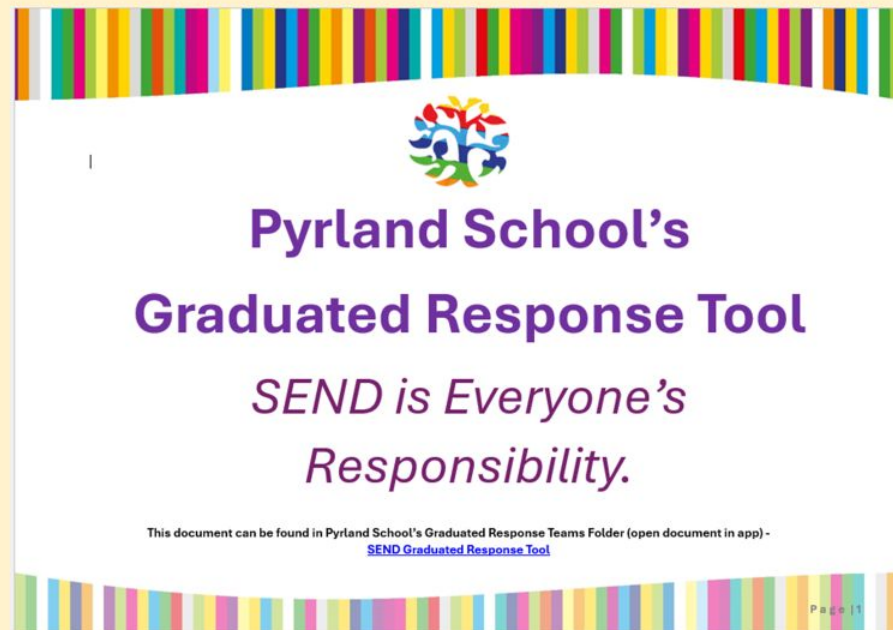
Staff may also use other opportunities such as your child's school progress report or progress evenings to let you know about any concerns.

If appropriate, the 'Assess, Plan, Do, Review' process will be used as part of the school's 'Graduated Response' to identify what needs to change and which strategies need to be put in place in order to support your child.

Who should I contact for more information or if I am concerned about my child?



Your child's tutor should always be your first point of contact, followed by their Head of Year. They can then direct your concern to the right member whilst following our graduated response, using the universal provision.



How will the school support my child during transition from Primary School??



Our Head of Year 7 and SENDCo will liaise closely with your child's primary school to obtain a clear picture of their individual needs, in order to support transition to secondary school.

If needed a transition plan can be produced with support such as, additional visits to Pyrland school with information being shared with you so that you can become familiar with Pyrland Schools environment, structure and staff. An Individual Learning Passport (ILP) can be written with all of the information we gather to inform teaching staff of your child's needs and additional training provided where necessary.

An Annual Review of an EHCP will be held during the Summer Term of Year 5 or Autumn Term of Year 6, it may be appropriate for Pyrland staff to attend.



Liam Headeux
Head of Year 7

How will the school support my child during transition to College?



Our Head of Year 11 and SENDCo will liaise closely with your child's Post 16 education setting, to give a clear picture of their individual need to support any transition plans.

An Annual Review/SEND Support Review will be held during the Autumn Term of Year 11 and staff from the appropriate colleges/Post16 setting will be invited to attend. Other services involved in your child's support will also be consulted and we will meet with you and your child to get to aid a smooth transition.

Additional visits to college sites can be arranged and Pyrland staff will be happy to support with these.



Frances Brace
Head of Year 11



What should I do if I am not satisfied with a decision or what is happening?

Your first point of contact is always your child's tutor, you are encouraged to speak to them first and explain your concerns, they will then work with you and your child to solve any difficulties you both have. If they cannot resolve the issue, they will direct you to your child's Head of Year who will follow out graduated response.

If you are not satisfied that your concern has been addressed, then please ask for the contact information for their line manager. If you still feel the issues are unresolved, then please follow the school's complaints procedure - [Policies - Pyrland School](#)

If your concern is with the Local Authority, then please contact the Somerset Parent Carer Forum Somerset Parent Carer Forum CIC Ltd (not for profit) company no. 10227489 or the Special Educational Needs and Disability Information and Advice Service (SENDIAS) - Home (somersetsend.org.uk).

Who has contributed to this report?



Signed on behalf of the senior leadership team:

(Head teacher)

A handwritten signature in black ink, appearing to be "A. Smith", enclosed in a white rectangular box.

(SENDCo)

A handwritten signature in black ink, appearing to be "Laura God", enclosed in a white rectangular box.

This report was presented to and approved by the school's Senior Leadership Team in September 2026.

Signed on behalf of the Governing Body:

(Chair of the Governing Body)

(SEND Governor)

This report was presented to and approved by the school's Governing Body.

Thank you!



A big thank you to the children, parents, carers, external professionals and staff who were consulted on this report during the academic year 2026-2027.



Cedar House



Maple House



Oak House



Willow House