



Powick CE Primary School SEN Information Report 2025 2026



What types of SEND do we provide for?

At Powick CofE Primary School, we provide for the four broad areas of SEN:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical

What are the policies for identifying pupils with SEND and assessing their needs?

At Powick CofE Primary School, we provide Quality First teaching and learning contexts which enable every child to achieve their full potential. We identify children who are performing below age expected levels and or making little or no progress. Identification may include some of the following:

- Formative and summative assessment by the class teacher
- Concerns raised by the class teacher, teaching assistant, parent or pupil
- Assessment by the SENDCo
- Assessment and advice by specialists e.g. medical, OT, speech and language



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Who do I contact if I have concerns about my child?

In the first instance contact your child's class teacher in person or via a Dojo message. If you feel that you would like to speak to a senior member of staff, you can arrange an appointment with:

- SENDCo - Mrs Kathryn Turnbull
- Headteacher - Mrs Sarah Price



Alternatively, appointments can be arranged in person, by phone 01905 830336 or by e-mail: office@powick.dowmat.education through the school office.

What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

Staff and parents or carers work together to support pupils who have been identified as having additional needs and are involved at all stages of the education planning process.

All children, who are on the SEND register, have an Individual Provision Map (IPM) that outlines what school and parents are doing to support the child and specific, achievable targets for the child to work towards.

IPMs may include targets to work towards at home and parents are encouraged to contribute their views. All IPMs will be copied and sent to parents.

Parents or carers will be invited to meet with their child's teacher in the Autumn Term. The SENDCo will also be involved if appropriate.



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Parent Consultation Evenings provide regular opportunities to discuss and review progress and parents are encouraged to make additional appointments with the class teacher and or SENDCo in between these meetings.



An annual report will be sent home during the summer term.

What are the arrangements for consulting pupils with SEND and involving them in their education?

Teachers plan opportunities for children to work towards their IPM targets. They make the child's lesson objectives explicit and discuss the child's progress towards them on a daily basis. Children are asked to reflect on their learning and how they feel they are working and progressing.

Pupil profiles will be created with the child and parents or carers, and shared with staff working with them. These are amended if a child's needs change.

Children will review their IPM targets every term, with their teacher, or sooner if it is felt that they have already been met. Pupils are invited to meetings with teachers and parents to review their targets.

If your child has an EHCP (Education, Health and Care Plan), their views will be sought before their annual review meeting.



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School with TISUK Practitioners





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What are the arrangements for assessing and reviewing pupils' progress towards outcomes?

Children will review their IPM targets every term, with their teacher, or sooner if it is felt that they have already been met. Feedback from any interventions will also feed into this review.

Each term, parents will be invited to discuss their child's IPM. This will include their strengths and difficulties, progress towards their targets, actions to be taken and how progress will be monitored. Pupils are invited to meetings with teachers and parents to review their targets.

Children with an EHCP (Education, Health and Care Plan), will discuss their views with the SENDCo before their annual review meeting.

What are the arrangements for supporting pupils in moving between phases of education?

Reception staff will meet with staff from partner nursery schools and parent or carers prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after these meetings. Where necessary the SENDCo will arrange a further meeting. Extra transition days can be put in place where appropriate.

Class teachers of children joining from other schools will receive information from the previous school. If there is an SEND issue the SENDCo will request further information if it has not already provided by the previous school.



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The SENDCo will meet staff from High Schools to aid transition for those children with SEND. Other provision prior to or during transition will be discussed during these meetings.



What is the approach to teaching pupils with SEND?

Wherever possible, children will be taught alongside their peers within the classroom. Some children may benefit from short-term interventions to close the gap or to address particular needs. Whereas, some children will benefit from 1:1 or small group support or adaptations and equipment to access the curriculum or for personal care. At Powick CofE Primary School, we aim to develop independence in our learners by teaching them skills and strategies to support themselves rather than allowing them to become reliant on others.

What adaptations are made to the curriculum and the learning environment of pupils with SEND?

In order for all pupils to make progress, teachers adapt lessons to support the needs of the children. This may involve modifying the lesson objective, scaffolding learning and providing materials such as word mats and practical resources. Some children use assistive technology for part of their learning.

The learning environment is well maintained with working walls to offer support to all children. Each class has a visual timetable and routine boards created using Widget online – software that adds pictures to text. All resources are well labelled, with pictures to support access in Key Stage 1. Specific equipment such as writing slopes, wobble cushions, ear defenders, pencil grips, coloured paper are provided when required.



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Seating arrangements accommodate the needs of children with visual or hearing impairments and those with sensory processing difficulties, within the physical constraints of the classroom.



What expertise and training do staff have to support pupils with SEND, and how will specialist expertise be secured?

Staff have a range of qualifications and training which is regularly updated. We aim to ensure that we have a variety of expertise amongst our staff.

Mrs Turnbull holds the NPQSENDCo.

Powick CofE Primary School have also commissioned the additional services of a speech and language therapist, Beth Davies, who works in school once a week, with children and also to upskill staff.

How does school evaluate the effectiveness of the provision made for pupils with SEND?

The effectiveness of provision is measured by the academic and social and emotional progress made by children with SEND and whether it is enabling them to meet their targets and close the gap between them and their peers. It is also measured by the child's ability to access the curriculum. As a school we track and analyse the children's progress against national, age-related expectations and IPM targets each term. The class teacher continually assesses each child on a daily basis.

Progress is monitored during pupil progress meetings or on-track meetings which are held once a half term between the teacher and Headteacher. Information is also shared with the



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SENDCo about children who are not making expected progress. Actions to be taken to support these children will be discussed between the class teacher and SENDCo.



Pupil and Parent feedback helps to build a wider picture.

How are pupils with SEND enabled to engage in activities available to pupils in the school who do not have SEND?

All children are included in all essential learning experiences. Activities are planned to be as inclusive as possible. Where a child has a specific physical or sensory need, advice from specialist teachers and parents or carers is followed and adaptations are made to the physical environment or to the equipment used, including assistive technology.

A ramp allows wheelchair access to the front entrance, entrance to the Staff Room and to the rear of the school hall.

An annual audit, and subsequent maintenance is carried out to ensure that the school meets the needs of children with visual and hearing impairments

Children with physical or sensory difficulties are provided with the equipment required to carry out daily routines and tasks.

Powick CofE Primary School will ensure that extra-curricular activities are accessible to all pupils.

Accessibility Plan <https://www.powick.worcs.sch.uk/special-educational-needs-and-disability-send/>



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What support is available for improving emotional and social development?

Powick CofE Primary School is an inclusive Church of England school that holds every child's emotional, social and spiritual development as a priority.

The class teacher takes overall responsibility for the pastoral care of every child in their class. They have all been introduced to the principles of Trauma Informed Approaches and teach from the Safety, Caring, Achievement, Resilience, Friendship (SCARF) scheme of work to support our Personal, Social, Health and Economic (PSHE) curriculum.

We also use the services of Early Help, Behaviour Support and the Virtual School.

Any staff working with vulnerable children work under the direction of the SENDCo and/or Headteacher.

If a child has significant behaviour difficulties, a Personal Support Plan (PSP) is written in consultation with the Headteacher, teacher, parent or carer and child. The PSP identifies specific issues, puts relevant support in place and sets targets with a view to identifying and addressing the triggers for the behaviour and addressing the behaviour issue.

The school Behaviour Policy: <https://www.powick.worcs.sch.uk/policies/>

How does the school involve other bodies, including health and social care services, Local Authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families?



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As a school we work closely with and take advice from:

- Health Services – GP, School Nurse, Occupational Therapy, Paediatricians, Child and Adult Mental Health Service, Speech and Language Therapists and physiotherapists.
- Children’s Services – Early Help Hub, social workers, family support workers
- Educational Psychologists and specialist advisory teachers



We follow the Worcestershire Graduated Response [Graduated Response \(SEND support in education provision\) | SEND Education Provision](#).

Our website signposts families to voluntary sector organisations under the four categories of Special Educational Need.

<https://www.powick.worcs.sch.uk/special-educational-needs-and-disability-send/>

Further policies of interest can be found at <https://www.powick.worcs.sch.uk/policies/>

These include:

- Intimate Care
- Safe Touch
- Equality information and objectives
- DoWMAT Equality Policy
- DoWMAT supporting children with medical conditions



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What are the arrangements for handling complaints from parents of pupils with SEND about the provision made at the school?



Please speak to the class teacher first.

Further information and advice may be sought from:

- SENDCo (Mrs Kathryn Turnbull)
- Headteacher (Mrs Sarah Price)
- SEND Governor (Mr Paul Chester))

Regular and effective communication between school and home will ensure that concerns are promptly acted upon. Where this has not happened, parents or carers are able to make a complaint by contacting Miss Worthington.

If this fails to resolve the issue please follow the steps laid out in the DoWMAT Complaints Policy <https://www.powick.worcs.sch.uk/policies/>

You may wish to visit our website – About Us – Special Needs and Disability for further information including our: SEND Policy, Accessibility Plan and School Offer.