

Powick Church of England Primary School



Special Educational Needs and Disabilities Policy

Reviewed: July 2026

Review Date: September 2028

‘Embracing Learning Together’

At Powick CE Primary School we are a caring Christian community where everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY FOR POWICK CofE PRIMARY SCHOOL

Special Education Needs Co-ordinator (SENDCo): Mrs Kathryn Turnbull

Contact: office@powick.worcs.sch.uk

1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 Years January 2015 (hereafter referred to as the SEND Code of Practice) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 Years January 2015
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCo (Mrs Kathryn Turnbull) with the SEND Governor, in liaison with the SLT, all staff and parents of pupils with SEND.

2. Aims

At Powick CofE Primary School we are committed to meeting the special educational needs of pupils and ensuring that they make progress.

In line with our Vision of Embracing Learning Together:

- We will provide a safe, inclusive environment to enable everyone in our school community to aspire to achieve their full potential.
- Our broad and engaging curriculum supports our pupils in mastering key skills and a desire to take their learning forward.
- Children are inspired and aspirations raised.
- Christian Values and equality underpin our school ethos, promoting positive attitudes towards learning.

- Our school recognises the value of spiritual, social, moral and physical wellbeing; we celebrate success in and out of school and foster our links with the Church and our local community.
- We are privileged to guide our pupils on their journey as they begin to take their learning beyond the classroom and into the future, developing and sustaining a growth mindset.

Definition of Special Educational Needs and Disabilities

The Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, January 2015), defines SEND as:

A child that has a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he / she has:

- a) Significantly greater difficulty in learning than the majority of children the same age; or
- b) A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

The SEND Code of Practice identifies four key areas of SEND:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This could include specific speech difficulties or their level of understanding and following social rules of communication. Children and young people with Autism are likely to have particular difficulties with social interaction.

Social, Emotional and/or Mental Health Needs

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may have difficulty in managing their relationships and may behave in ways that affect their learning or the learning of others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate support. Learning difficulties cover a wide range of needs, including Moderate (MLD) and Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical or sensory impairment. Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with sensory and/or physical needs may require specialist support and/or equipment to access their learning.

At Powick CofE Primary School the emphasis is on a whole school approach. All staff accept the responsibility to:

- Meet the needs of the whole child
- Remove barriers to learning
- Raise pupil self esteem
- Build pupil confidence
- Develop pupil independence
- Set realistic learning goals and work which is suitably presented
- Provide access to a relevant tailored curriculum

3. Objectives

- To identify and provide for pupils who have special educational needs and additional needs as early as possible
- To work within the guidance provided in the SEND Code of Practice
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENDCo)
- To provide support, advice and training for all staff working with special educational needs pupils

4. Roles and Responsibilities

Where a child has special educational needs a school has statutory duties under the Education Act 1996. The SEND Code of Practice provides practical advice to schools on carrying out their statutory duties to identify, assess and make provision for children's special educational needs.

The Local Academy Board (hereafter referred to as the governing body) has identified a governor to have the oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

SEND Governor: Mr Paul Chester has specific oversight of the school's arrangements for SEND.

The role of a SEND governor includes:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEND
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the SEND Code of Practice
- meet regularly with the Head and SENDCo

The Headteacher: Mrs Sarah Price is the school's "responsible person" and manages the school's special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school.

Designated Teacher with specific Safeguarding responsibility: Mrs Sarah Price

Member of staff responsible for managing Pupil Premium Grant (PPG)/Looked After Child (LAC) funding: Mrs Sarah Price

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Mrs Sarah Price

The SENDCo: Mrs Kathryn Turnbull and the Headteacher will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's Special Educational Needs and Disabilities Policy. The SENDCo and

Headteacher will identify areas for development in special educational needs and contribute to the School Development Plan.

The SENDCo will coordinate provision:

- Oversee the day-to-day operation of the Special Educational Needs and Disabilities Policy
- Coordinate provision for children with special educational needs
- Liaise with and advise teachers
- Manage learning support assistants responsible for delivering SEND provision
- Oversee the records of children with special educational needs
- Liaise with parents of children with special educational needs
- Contribute to in-service training of staff
- Liaise with external agencies
- Attend appropriate training to support the role, disseminate information to staff and implement selected/statutory developments
- Work with the Head Teacher and SEND governor
- Monitor, evaluate and review the special needs budget in relation to the cost effectiveness of provision for individual needs and deployment of staff
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All staff will be involved with the formulation of the Special Educational Needs and Disabilities Policy. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. It is the teacher's responsibility to create an inclusive environment, adapting the curriculum for pupils with special educational needs and monitoring their progress and the effectiveness of resources and other curriculum material. Additional intervention and support cannot compensate for a lack of good quality teaching. All staff will work closely with the SENDCo.

We ensure that this practice is evident in:

- Job descriptions
- Induction of new staff
- Teaching and learning

Safeguarding

- Powick CofE Primary School recognises that learners with Special Educational Needs and Disabilities may be more likely to be the victims of abuse and are, therefore, more vulnerable than others, within school, at home and when considering extra-familial harms.
- Child on child abuse may be motivated by perceived differences or disabilities. At Powick CofE Primary School, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.
- School recognises the relationship between children who may have experienced abuse and their own mental health, in addition to the impact of mental health difficulties on our learners. The mental health and emotional wellbeing of our learners are supported through:
 - 1:1 Motional interventions with trauma-informed staff (Trauma-Informed UK).
 - Staff training on mental health, adverse childhood experiences and the impact of trauma.
 - Motional profiling of learners to identify their SEMH needs and how to support.
 - Curriculum coverage across the school, including Mental Health focus days.
 - Prompt referral to external providers of support such as Melo and CAMHS
 - Online safety is recognised as a potential greater risk for learners with SEND. The education of pupils in online safety / digital literacy is therefore an essential part of the school's online safety provision. Children and young people need the help and support of the school to recognise and avoid online safety risks and build their resilience. Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum.
 - Through thorough and comprehensive safeguarding procedures, the School provides an environment in which learners with SEND are monitored and supported through a whole-school, multi-agency approach
 - The School's Designated and Deputy Safeguarding Leads work closely with the SENCO to ensure our vulnerable learners are appropriately supported.
 - The School's SEND policy and provision for learners with SEND work in line with the Keeping Children Safe in Education (2026) guidance.

5. Identifying Special Educational Needs

Curriculum and assessment monitoring

The Headteacher and Class Teacher will monitor the attainment and progress of all pupils during pupil progress meetings, as part of their role. Parents are key stakeholders in the process of identifying SEND. When teachers or parents have concerns about the progress of a pupil they will meet, along with the SENDCo to share information.

With the support of the SENDCo, teachers will implement strategies to ~~try~~ support pupils within the class. Teachers will set realistic, measurable SMART targets and document the universal provision being accessed in the form of an individual provision map or IPM.

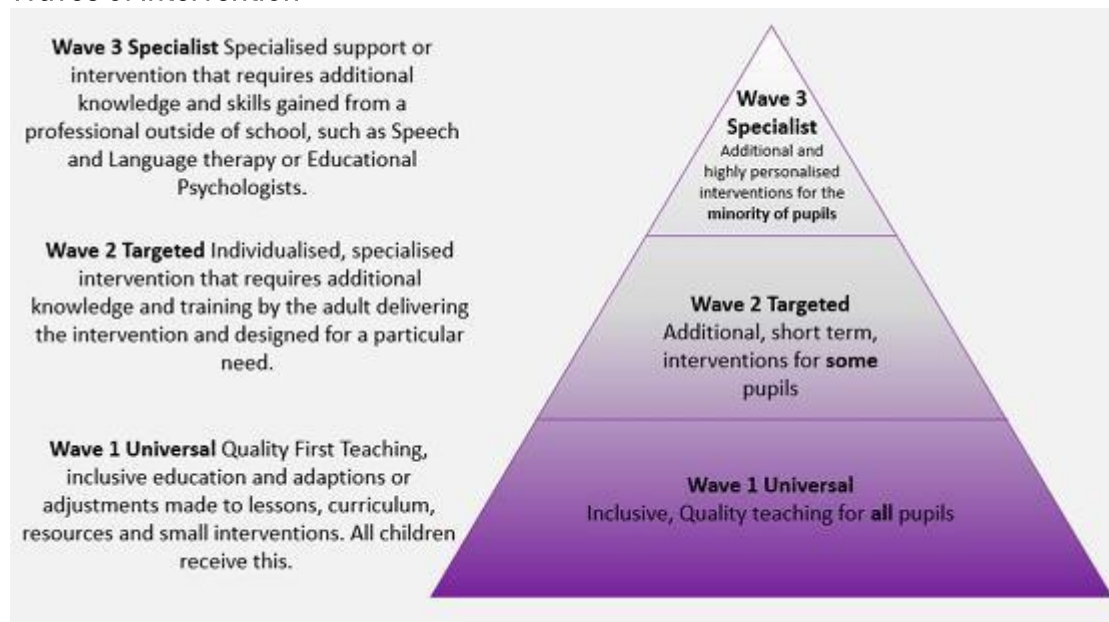
At this stage, before a child is identified as having a SEND need, ~~an~~ the IPM forms an 'Assess, Plan, Do, Review' begin to gather evidence on what universal strategies and provision are in place and monitor this over an agreed period of time.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Staff will collaborate with parents to identify the needs of pupils by considering the needs of the whole child, not just their potential special educational needs. Pupils may have needs under more than one category.

Factors which may also impact on progress and attainment, but are **NOT SEND**:

- Disability (the SEND Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman
- Behaviour (Any concerns relating to a child or young person’s behaviour should be described as an underlying response to an identified need)

Waves of Intervention



Wave 1

Wave 1 includes “inclusive quality first teaching for all”, or ‘quality first teaching’ (QFT) which meets the learning needs of all pupils in the classroom. This involves high-quality teaching which is supported by effective whole-school policies and frameworks, is targeted to meet all pupils’ needs and build on prior learning. Wave 1 includes universal provision. This includes scaffolds, resources and assistive technology that might support pupils during lessons.. We outline some examples of universal provision in appendix A.

Wave 2

Wave 2 involves specific, additional and time-limited interventions for some pupils. These interventions aim to accelerate progress in order to meet age related expectations and are carried out within a group of children with similar needs.

Wave 3

Wave 3 describes highly personalised and targeted interventions for the minority of children. These include interventions that aim to accelerate progress or promote best possible outcomes through one-to-one or specialist interventions. Provision at Wave 3 is likely to draw on specialist advice through agencies such as; health visitor, school nurse, speech & language therapy, occupational therapy, paediatrician, umbrella pathway, complex communication team, physical team, learning support team, sensory impairment team, educational psychology, Perryfields PRU behaviour team. Learning may be adapted through the adjustment of learning objectives and approach to teaching, and/or individual support.

6. A Graduated Approach to SEND support

The SEND Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress having received intervention/adjustments and good quality personalised teaching as outlined in the Worcestershire Graduated Response. This can be downloaded from: [Graduated Response \(SEND support in education provision\) | SEND Education Provision](#).

The first step in responding to pupils who have or may have SEND is high quality teaching, adapted for individual pupils by the class teacher.

On Entry

Once a child enters school into the Foundation stage, an internal baseline assessment is carried out to determine which development band they are working within.

When children enter school after Reception their school records are sought from their previous school.

The quality of teaching for all pupils, including those at risk of underachievement is continuously monitored and the progress of pupils is regularly reviewed. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

7. SEND Support

The class teacher will consult with parents, usually at a parent teacher meeting, if a child:

- Makes little or no progress in specific areas over a long period of time
- Is working significantly below the levels expected of other children of a similar age
- Has difficulty in developing Literacy and Maths skills
- Has emotional or behavioural difficulties which regularly interfere with their learning
- Has sensory or physical needs which require specialist equipment, advice or services
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes barriers to learning

Even when teaching approaches are targeted particularly to their identified areas of strength and weakness.

If a child's teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDCo.

The SENDCo should take the lead in providing further assessment of the child's strengths and weaknesses, planning future support in discussion with colleagues and monitoring and subsequently reviewing any action taken. The child's teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should be consulted and kept informed of the action taken to help the child, and of the outcomes of this action.

SEN support can take many forms, including:

- A special learning programme
- Extra help from a teacher or teaching assistant
- Making changes to materials, equipment or the environment
- Working in a small group
- Observation during playtime
- Help to join in
- Support with physical or personal care

The decision whether to place the child on the school SEND Register and provide SEND Support (additional special educational provision) involves the teacher, SENDCo and parent/carers, who consider all of the information gathered from home and within the school about the pupil's attainment and progress. This should include high quality and accurate formative observation and assessment, using effective diagnostic and early assessment materials. The relevant class teacher will write an Individual Provision Map (IPM) for each of their pupils on the SEND register outlining the identified need, the provision being made to help the child overcome their barriers to learning and achieve their targets, and the involvement of outside agencies. The parents/carers will be contacted by the SENCO to give permission for their child to be added to the school's SEND register. If permission is given, parents/carers will then receive a letter confirming this. These letters are then saved onto the school's internal system 'Insight'

The ASSESS - PLAN - DO - REVIEW cycle is used to ensure that SMART (specific, measurable, achievable and realistic targets) are set for pupils on the SEND register, receiving SEND Support, and that these are reviewed every half term. Weekly staff meetings allow teachers to raise concerns about individual children.

Pupil Progress meetings are held once a term and are used to discuss children who are making slower than expected progress. Individual Provision Map review meetings involving the class teacher, pupil and parent/carer are held each term to review existing IPMs; these are in addition to parent teacher meetings and an annual report. The teacher is responsible for evidencing progress according to the outcomes described in the plan. The SENDCo is responsible for monitoring the Individual Provision Maps and provision.

During the ASSESS – PLAN – DO – REVIEW cycle a child on the SEND register may be removed at any time, if this is considered to be in their best interests. The reasons for removing a child from the SEND Register must be written on their IPM, which will then be transferred to their red file in the office.

If a child does not respond to SEND support – quality first provision and interventions available within school, the SENDCo will, with agreement from parents/carers, draw on more specialised assessments and/or services from external agencies and professionals as appropriate:

- Speech and language therapy
- Visual impairment team
- Hearing impairment team
- School Nurse
- Physiotherapy
- Learning support
- Educational psychologist
- Child and adolescent mental health services (CAMHS)
- Early intervention Family Support
- Physical Disability Outreach
- Occupational Therapy
- Community Paediatrician

The external specialists may offer advice, assessment or teach the child directly and the new strategies should be set out in the Individual Provision Map.

The delivery of the interventions continues to be the responsibility of the class teacher.

The SENDCo should note on the Individual Provision Map what advice is being sought and the support to be provided for the child pending receipt of the advice.

8. Education, Health and Care Plan

An Education, Health and Care (EHC) Plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC Plans identify educational, health and social needs and set out the additional support to meet those needs.

A request for an EHC plan can be made by:

- Anyone at school, with parental permission (TAC - Team around the child)
- A health professional
- A parent, in writing, direct to the local authority

The local authority then has 6 weeks to decide whether or not to carry out an EHC assessment.

In considering whether an EHC needs assessment is necessary, the local authority will consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress.

If they decide to carry out an assessment they may ask for:

- any reports from the child's school, nursery or childminder
- doctors' assessments of the child
- a letter from the parents/carers about their child's needs

To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child's academic attainment and rate of progress
- information about the nature, extent and context of the child's SEND
- evidence of the action already being taken by the school to meet the child's SEND
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

A decision will be made within 16 weeks about whether or not an EHC Plan is going to be compiled for the child. The local authority will create a draft EHC Plan and send the parents a copy. They have 15 days to comment, including if they want to ask that their child goes to a specialist needs school. The local authority has 20 weeks from the date of the assessment to produce the final EHC Plan.

9. Supporting pupils and families

Parents have a vital role to play in supporting their child's education. In order to maximise their involvement, Powick CofE Primary School has a Friends of Powick Primary School Association.

Parent views are gathered using questionnaires and regular Parent Forums.

Homework is set at a level appropriate to the child's age and ability.

Parents are kept informed about their child's progress through Parents evenings, curriculum targets, written reports, reviews, home-school liaison books and informal feedback.

10. Information for parents

Powick CofE Primary School website: [Special Educational Needs and Disability \(SEND\)](#)

Worcestershire Local Offer: [ProvisionSEND Local Offer](#)

Worcestershire Graduated Response: <https://www.worcestershire.gov.uk/send-local-offer-0/education-schools-and-colleges-send/send-graduated-response>

SEND Information, Advice and Support Service: <http://www.hwsendiass.co.uk/>

Worcestershire Parent & Carers' Council [Worcestershire Parent and Carers' Community \(WPCC\)](#)

IPSEA (Independent Parental Special Educational Needs Advice)

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

Telephone: 0800 018 4016

Monday to Thursday, 10am to 4pm and 7pm to 9pm

Friday, 1pm to 4pm

11. Admissions

Pupils with special educational needs will be admitted to Powick CofE Primary School in line with the school's Admissions Policy: <http://www.powick.worcs.sch.uk/admission-arrangements/>

Powick CofE Primary School supports part-time placements during transition or where an outside agency can offer specialist provision.

12. Access Arrangements

A small number of pupils may need additional arrangements so they can take part in the key stage 2 tests. The Headteacher and teachers must consider Government guidance regarding access arrangements before they administer the tests.

Access arrangements should be based primarily on normal classroom practice for pupils with particular needs. They must never provide an unfair advantage; the support given must not change the test questions and the answers must be the pupil's own.

If schools use access arrangements for a pupil inappropriately, the pupil's results may be annulled.

Possible access arrangements could include: additional time, modified tests, scribe, rest breaks, prompter, readers, word processors etc.

13. Transition

The class teacher will review the Individual Provision Map before the child moves to the next class and will discuss the IPM with the child's next teacher. For in-year transition to a new school, all records in the pupil's SEND file will be passed on along with the red office file. The SENDCo will prepare any SEND records to be passed on. On transition to High School, the SENDCo/Y7 liaison teacher of local high schools will meet with individual children and many of the High Schools offer SEND taster days.

14. Physical access for pupils with disabilities

Powick CofE Primary school recognises that pupils at school with physical disabilities should be properly supported so that they have full access to education, including school trips, extra-curricular activities and physical education. Where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision in line with the SEND Code of Practice.

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

15. Supporting pupils at school with medical conditions

Powick CofE Primary school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips, extra-curricular activities and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision in line with the SEND Code of Practice.

A medical diagnosis does not necessarily imply SEND. However medical conditions may impact on a child's experiences and hinder their access to education. The school database is updated as and when medical information comes into school. Any major changes are passed on to the teacher straight away. Updated medical information is kept in the SEND file. Supporting Children with Medical Conditions Policy [Policies | Powick](#)

16. Monitoring and evaluation of SEND

Powick CofE Primary School regularly and carefully monitors and evaluates the quality of provision offered to all pupils through regular audits, pupil progress meetings, Individual Provision Map meetings, sampling of parent views, pupils' views and staff views and governor monitoring in order to promote an active process of continual review and improvement of provision for all pupils.

17. Training and Resources

Training needs of staff are identified through the school's self-evaluation process, staff performance management meetings, SEND audit and in response to the identification of particular SEND.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. General training is planned into the School Development Plan and training in response to a new SEND will be booked as soon as possible.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/SENDCo.

The SENDCo and Headteacher will keep fully up to date with special educational needs issues through attendance at specialist training, discussions with outside specialists, and reading.

Other teaching staff will be kept up to date informally by the Headteacher/SENDCo and formally at staff meetings and training.

Teaching Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by the SENDCo/Head, supported by specific training where necessary.

The governors will ensure that the needs of pupils are met by employing a SENDCo. The Head and SENDCo will use a child's provision map or EHC Plan to identify the areas of pupil need and make appropriate provision. Government guidance says schools should provide up to the first £6,000 of additional or different support for those children who need it, including those with an Education, Health and Care Plan. This does not mean that the school will spend £6,000 on every child with SEND. Sometimes funds will be used to help groups of children. Some children will need less help – and some children may need more.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The governors will ensure that money is set aside to develop resources for staffing, training, equipment, external support etc. and that their effectiveness is assessed. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training.

18. Storing and managing information

The SEND register is kept electronically on ARBOR.

Individual provision maps are stored electronically in the Staff Shared Area on the school network and on Insight. Any paper copies of documents are stored in a locked filing cabinet.

On transition to another school paper copies will be sent via post or hand delivered in the red pupil files. Electronic copies will be transferred.

19. Reviewing the SEND Policy

The SEND Policy is reviewed annually by staff and governors.

The evaluation of the success of this Policy requires evidence from Pupil Progress Meetings and will be used to inform the SEF review of SEND.

Additional indicators are:

- Increased parental / pupil involvement
- Early identification of SEND

- Staff / Governor In-service training
- Improved links with other schools and agencies and within the community

20. Accessibility

Statutory Responsibilities: The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Access to core subjects

Writing: computer etc.

Maths: Equipment to support abstract concepts e.g. Numicon

Reading & Spelling: Word banks

ICT: Computers, notebooks and iPads etc.

Planning

Questions, adaptations (outcome/support/activity/grouping)

Resources

Numicon, pencil grips, appropriate height furniture, sensory cushions, writing slopes, widget adaptations etc.

Additional resources

Coloured overlays, coloured/textured paper, dexterity activities, multi-sensory resources, assistive technology.

Withdrawal

Language for Thinking, Precision Teaching, Talkabout, Alternative Curriculum, Speech and Language Therapy, Gross and Fine Motor skills, Phonics, Sensory Circuits, Black Sheep Narrative.

Positive Behaviour Policy / Values

See the school Behaviour Policy.

21. Access to the full life of the school

All pupils, whether they have special educational needs or not, will be involved in the full life of the school including:

- Homework – adapted where necessary
- Clubs
- Assembly
- Plays/Productions
- Trips
- Swimming
- School teams
- Sport

Barriers to learning are identified through observation, formative assessment and liaison with parents and outside agencies.

Barriers to learning are removed through inclusive classroom practice, assistive technology, specific resources, physical aids, interventions, staff trained to support medical conditions and facilities for wheelchair users.

Written information is available as a paper copy or email to take account of pupils' disabilities and pupils' and carers' preferred formats and is made available within a reasonable period.

Parents and carers can contact key staff in person, before and after school, via the school office or staff email address.

22. Dealing with complaints

Should a parent or carer have a concern about the provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCo and class teacher will meet with the parent to discuss the matter further.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the attention of the Headteacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEND Governor (Mr Paul Chester). The Chair of Governors (Emma Holland) will be involved after other avenues to resolve the situation have been exhausted.

Information for parents can be sought from Worcestershire Parent & Carers' Council [Worcestershire Parent and Carers' Community \(WPCC\)](#) |

If parents, carers, families and pupils with SEND wish to make a complaint, they should contact the class teacher, SENDCo or Head Teacher.

<http://www.powick.worcs.sch.uk/policies/>

23. Bullying

See Anti-bullying Policy: <http://www.powick.worcs.sch.uk/policies/>

APPENDIX A

Inclusive classroom checklist

Remember children don't all learn the same way!

Social Emotional and Wellbeing

Visual timetables and Routine boards

Vocabulary

Word Wizard – Word Aware

Working walls

Reading

Time to read text through before reading aloud/answering questions

Talking computers

Coloured overlay rulers

Print screen to avoid having to copy from board

Learner friendly fonts (HfW cursive)

Coloured background on white board (Format)

Different coloured writing on board (easier to identify)

High interest / Low reading age books (E.g. Barrington Stoke publishers)

Highlight key text

Writing

Organising/generating ideas:

Mind maps; different colours

Dictate work to an adult / record ideas onto a voice recorder

Create word lists before writing

White boards (less threatening as can be rubbed out easily)

Writing frames / planning grids

Accessible keyboards

Laptops / iPads

Recording ideas

Allow time to finish

Pencil grips

Cursive script (accurate letter formation)

Letter formation cards

Writing slope

Writing position (6 legs on the floor)

Left-handed writers sit to left of a right-handed partner

Writing frame (angle paper correctly on table)

Spell checkers

Word banks / glossaries
Spelling dictionary
Plastic letters
Alphabet strips
Coloured paper
Touch typing

Instructions:

Teaching Children to Listen cue cards
Gain child's attention before instruction
Sit close to the front
Eye contact
Sitting still
Reduce background noise / distraction
Repeat instructions twice (exactly the same)
Allow time to process (10 second rule)
Rephrase instruction (after same instruction x2 + 10 second rule)
Picture prompts
Written messages / instructions / task board
Reduce number of steps in each instruction until achieving
Visual timetable

Maths

Visual success criteria (pictures / diagrams where possible)
Numicon
Cuisenaire
Timelines to sequence time concepts
Visual strategies to success on Working walls

General

Consistent & clear rules and consequences (Behaviour Policy)
Visual timetable
Advance warning of change
Teach skills in a variety of different contexts
Time-out
Labelled equipment (pictures where possible)
Fidget balls
Sensory cushion
Opportunities to work to strengths / interests
Minimise homework (break down projects into small tasks)
Encourage to try (Growth Mindset)

Date	Reason for amendment	Ratified by LAB
Summer 2026	New SENDCo and updated procedures	