Powick CE Primary School

Understanding and Supporting SEND Pupils To Thrive

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

All children are individuals who learn at different rates.

All children have different strengths and needs but with the right help they will develop at their own pace.

Our teachers will plan lessons to take into account the different abilities of children and their learning needs.

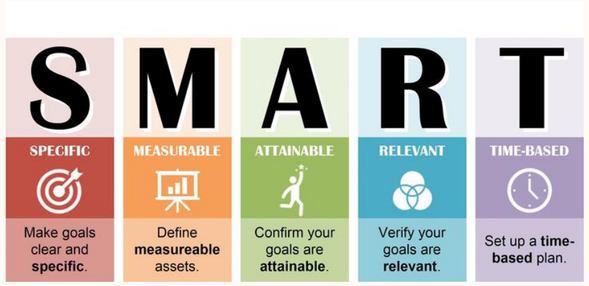
Different approaches to learning will help most children, but some may need more support.

We offer 'universal provision' to all pupils across the school.

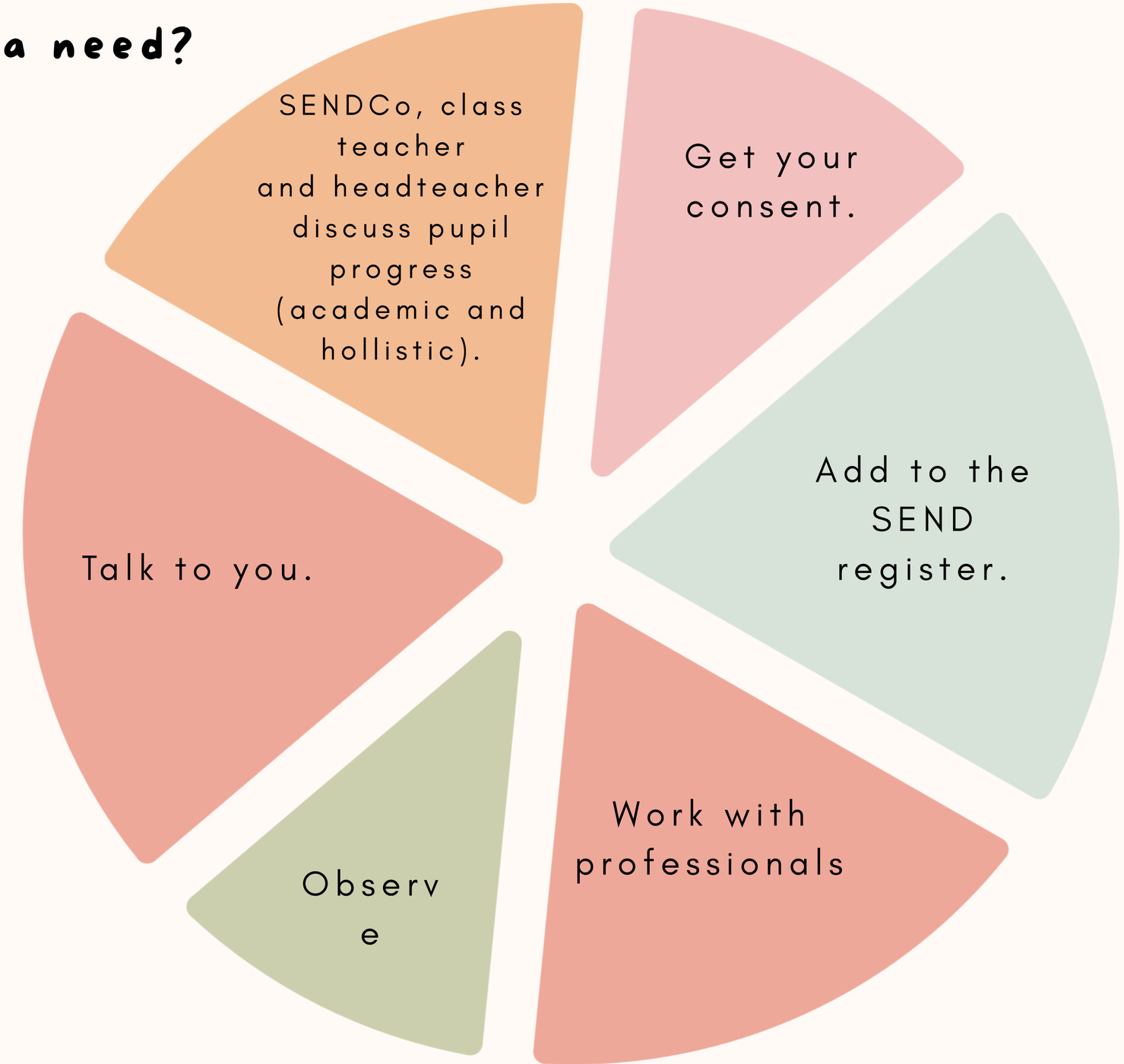
What do we do if we identify a need?

Assess what universal provision might support needs. Implement and assess.

Begin the graduated response cycle with SMART targets and monitoring of success.



Reach out to external agencies e.g. the umbrella pathway.



Wave 1 is the provision of quality inclusive teaching that takes into account the learning needs of all the pupils in the classroom. It includes differentiated work, flexible groups and creating an inclusive learning environment.

Universal Provision:

instructions in small chunks

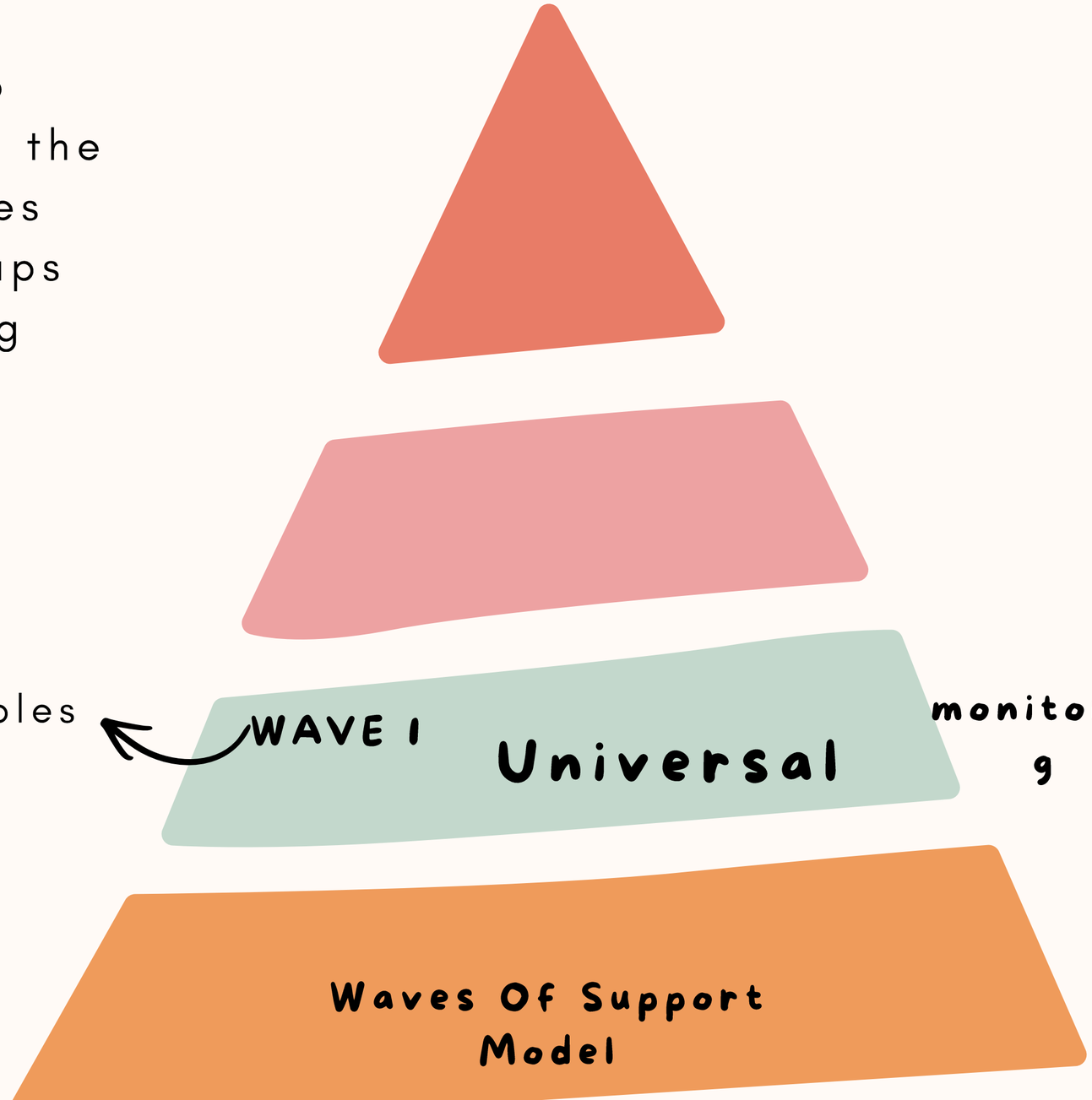
seating plans

visual timetables

word banks and spelling support

SEMH checkins

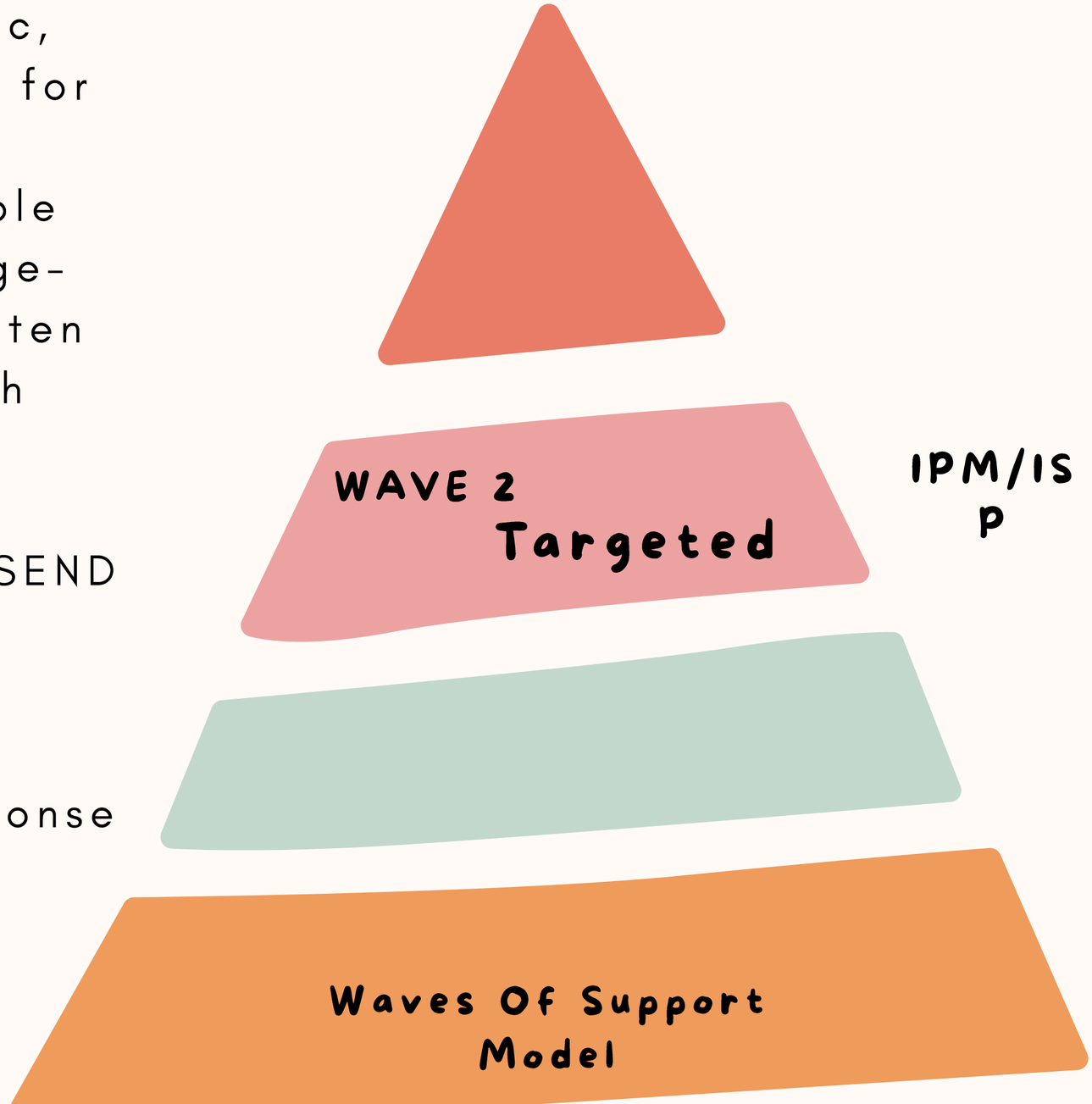
dyslexia friendly classrooms



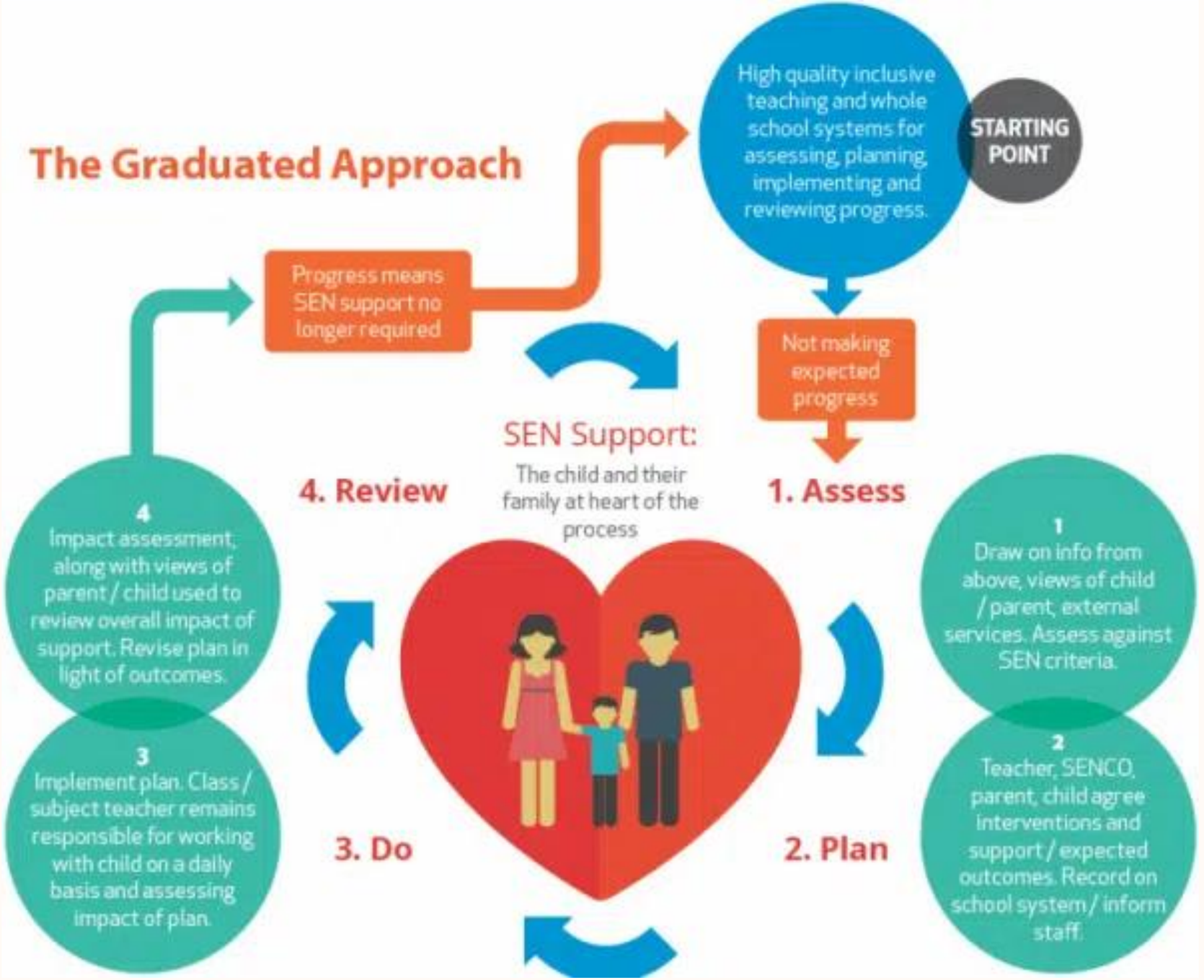
Wave 2 is the provision of specific, additional interventions provided for some pupils who need help to accelerate their progress or enable them to work at or above their age-related expectations. They are often targeted at a group of pupils with similar needs.

This is for children identified as SEND and is in addition to universal provision.

At this stage, the graduated response is used to ‘assess, plan, do and review’.

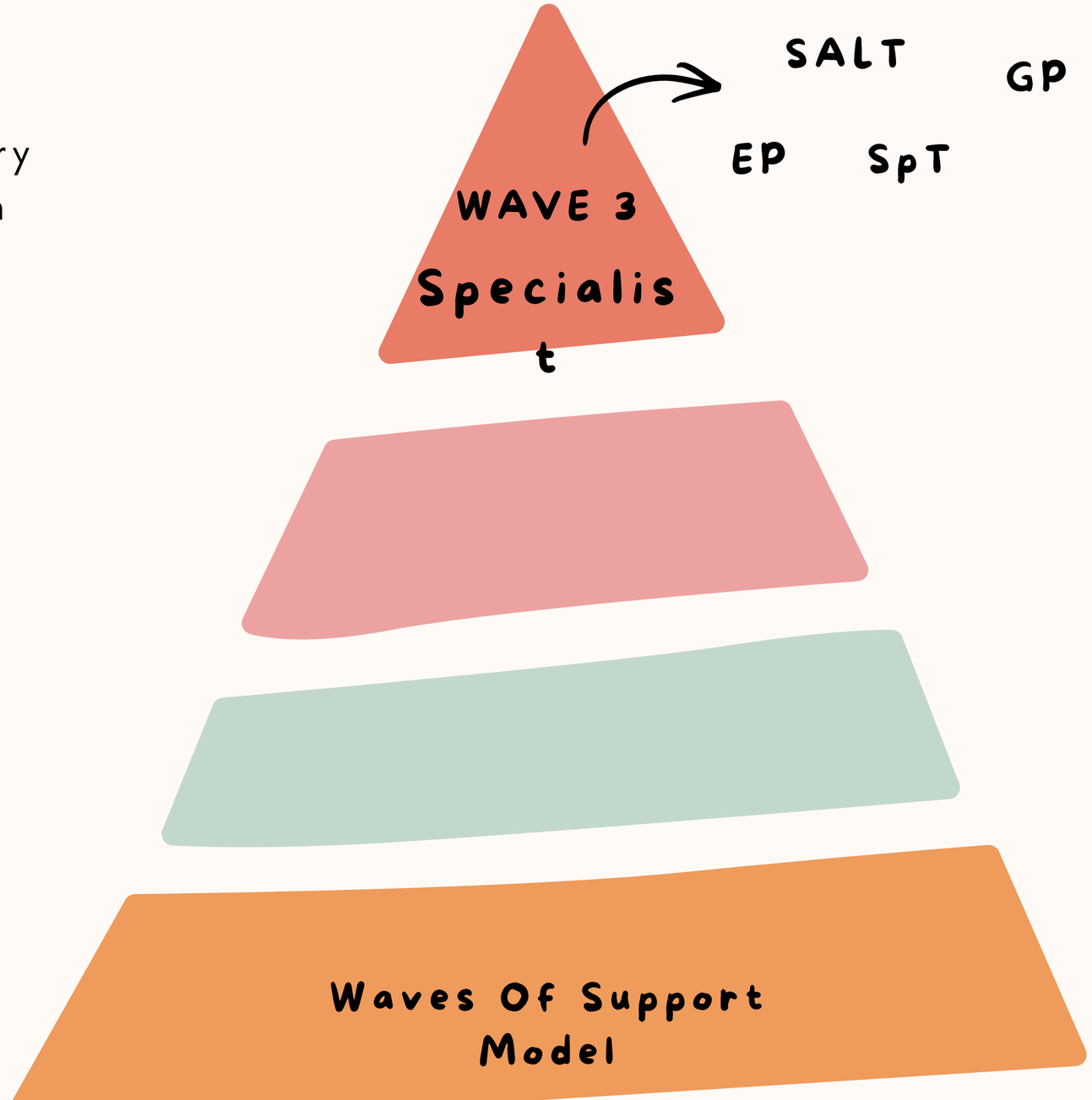


The Graduated Approach

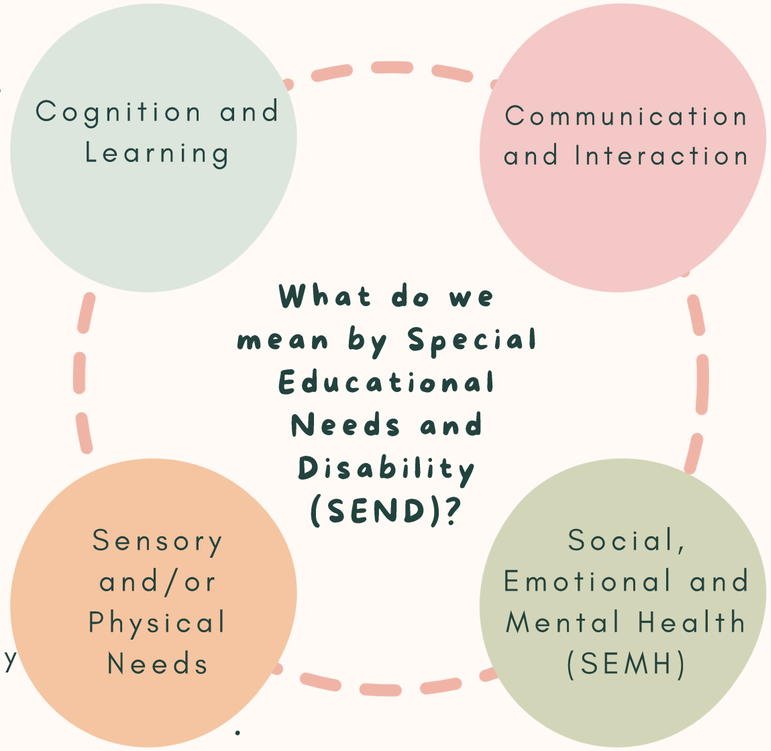


Wave 3 is the targeted provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential.

This is where external professionals will be asked to advise on the best specialist support. This support feeds into the graduated response. Our interventions are guided by external specialists.



4 Main Areas of Need.



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 differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD).
Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and interaction
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

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 the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

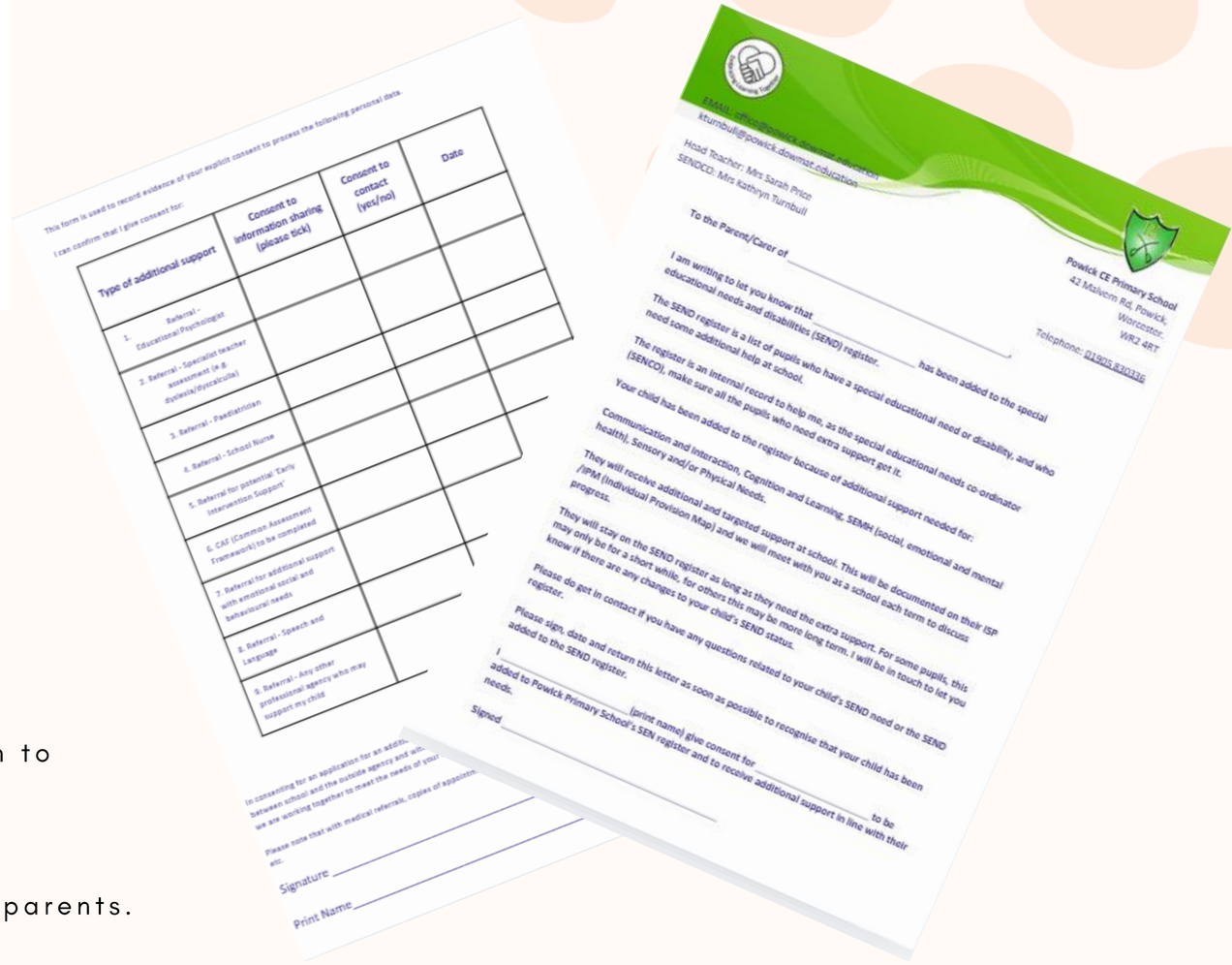
Social, emotional and mental health difficulties
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

IPMS and parent meetings from September 2026

Current IPM Style

SEN Support	Powick C of E Primary School - Individual Provision Map 2025- 2026							
Name:		Year Group:	Class Teacher:					
Spring 202								
Area of Need:			Area for concern:		Outside agency:			
Progress since last review:								
Needs type and target	Baseline (Where are they now? Why do they need this provision?)	Expected Outcomes (What do we want the child to achieve?)	Provision/Intervention (How are we enabling the child to achieve?)	Term/ Date From-to	Frequency & person delivering	Actual Outcome (Has the child met the expected outcome?)	R A G	Shared and agreed with parent/carer & child (tick & date)

New SEND Register/Monitoring Letters and Consents



New Schedule of Communication (to line up with parents' evenings:

July: Current teacher reviews and writes new IPM SMART targets.

Sept: IPM given to parents.
SEND parents evening.

February: targets reviewed and new IPM SMART targets set and given to parents.
SEND parents' evening.

April: targets reviewed and new IPM SMART targets set and given to parents.
SEND parents' evening

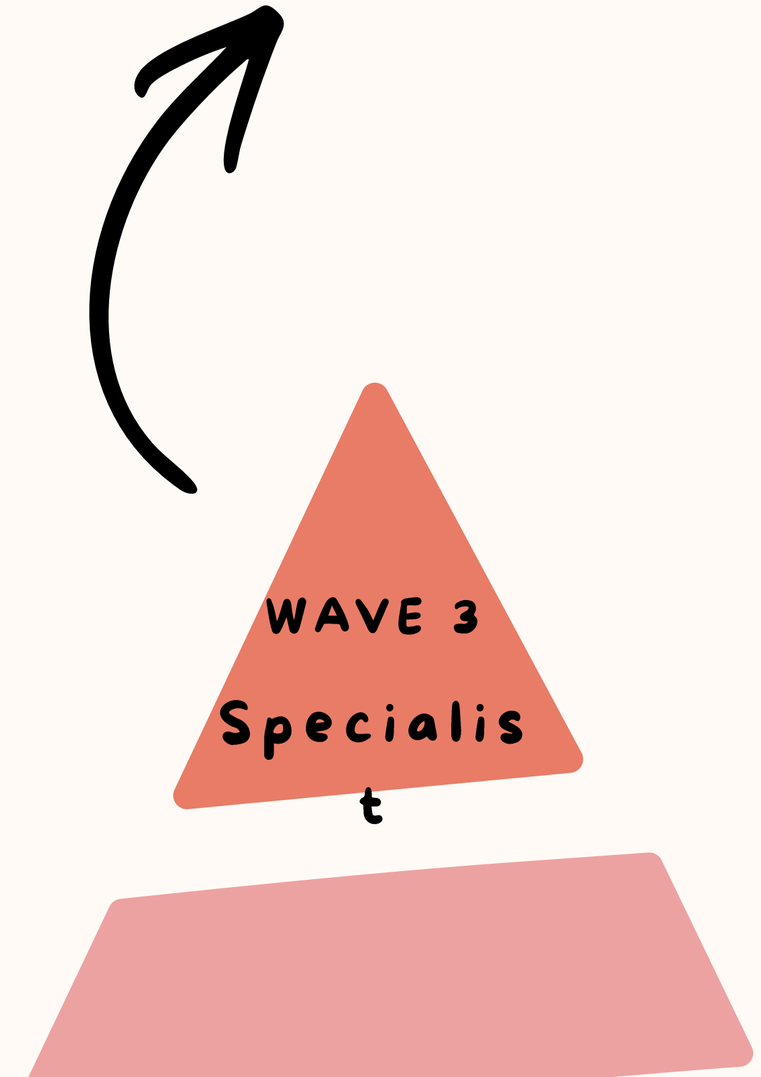
July : review cycle begins again.

What happens next?
What are these EHCPs I keep hearing about?

Following on from Wave 3 there may be a need to apply for significant and statutory specialist support formally documented and funded through an **EHCP**.

This is not the ‘next step’ and is not suitable for all pupils.

In conversation with you and your child’s class teachers we can guide you on if this step is suitable and can support you with the application process.



I need to discuss my child - who do I contact?

1.

Start with the class teacher. All teachers are teachers of SEND and have responsibily to ensure needs are met.

2.

Head Teacher
Mrs Price

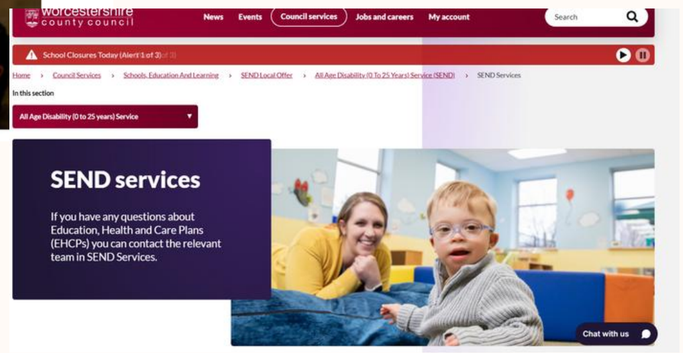
2.

SENDCo
Mrs Kathryn Turnbull

From September I will be in school on Tuesdays.

Worcestershire Local Authority





3.

GP

Right to Choose
Sleep
Eating
Toileting

4.

SENDIASS
LA
IPSEA
offer advice and guidance on support

A word about the white paper...



Don't worry about EHCPs!

Nothing in SEND law /code of practice has changed yet.

The white paper is in the consultation phase.

There is a lot to welcome and a lot that is current good practice.

Some terms may change e.g. IPMs to ISPs individual provision map to individual support plan.