SEND Information Report

Special Educational Needs and Disabilities (SEND) Information Report 2026-2027

This report explains how we identify, assess and support children with special educational needs and disabilities (SEND), how we work with families, and where further help can be found. It should be read alongside our SEND Policy and Accessibility Plan.

1. Our Approach to SEND and Inclusion

At Bewdley Primary School, we want every child to feel that they belong, participate fully and achieve their best. We value children's different strengths, experiences and needs, and work with families to identify barriers and provide appropriate support.

Our approach begins with ambitious, high-quality teaching for all. Teachers adapt their teaching and classroom environments, and where a child needs provision that is additional to or different from that ordinarily available, we use a graduated approach to plan and review SEN Support. Having SEND does not mean that a child cannot achieve well or enjoy a rich school experience.

We aim to develop children's independence, confidence, relationships and participation alongside their academic progress.

2. Who Is Responsible for SEND at Our School?

Every teacher is responsible and accountable for the progress and development of the children in their class, including children who receive support from teaching assistants or specialist staff. Parents and carers should normally speak to the class teacher first.

Key contacts

Jacqui Bennett – Assistant Headteacher (Inclusion), SENDCo, Designated Safeguarding Lead (DSL) and Designated Teacher for Looked-After and Previously Looked-After Children. Email: jbennett@bewdleyprimary.worcs.sch.uk
Amanda Bradley – Headteacher Email: head@bewdleyprimary.worcs.sch.uk
Alice Westbury – SEND Governor
Melanie Hares – Assistant Headteacher and Mental Health and Wellbeing Lead (including Senior Mental Health Lead) mhares@bewdleyprimary.worcs.sch.uk
Deniz Mills – Family Support Worker dmills@bewdleyprimary.worcs.sch.uk
Helen Humphrey – Nurture and ELSA Practitioner

The SENDCo supports staff, coordinates provision and liaises with families and outside agencies. The SEND Governor provides oversight and challenge as part of the governing body's responsibilities.

3. What Kinds of Special Educational Needs Do We Support?

We support children across the four broad areas of need described in the SEND Code of Practice. A child may have needs in more than one area, and support is based on the individual child rather than a label or diagnosis.

Communication and interaction

For example, speech, language and communication needs and autism-related communication differences.

Cognition and learning

For example, specific learning difficulties such as dyslexia, difficulties with coordination or motor skills, and moderate learning difficulties.

Social, emotional and mental health

For example, difficulties with emotional regulation, anxiety, attention, relationships or the impact of adverse experiences.

Sensory and/or physical

For example, hearing or visual impairment, physical disability, mobility difficulties and sensory processing differences.

4. How Do We Identify and Assess Children with SEND?

Children's needs may be identified through teachers' assessments and observations, progress over time, information from previous settings, concerns raised by families or children, and advice from external professionals. A diagnosis is not required before we begin to make appropriate adjustments or provide support.

We use assessment information proportionately to understand strengths, barriers and next steps. Tools may include standardised assessments, the Dyslexia Pathway, Dyspraxia Motorway and Strengths and Difficulties Questionnaire (SDQ). These help inform planning but do not, by themselves, provide a formal medical diagnosis.

The graduated response

We use Assess – Plan – Do – Review: identify needs and strengths; agree desired outcomes and support; put support in place; and evaluate its impact with the child and family. High-quality teaching and ordinarily available provision are the starting point. Where special educational provision additional to or different from this is needed, the child may receive SEN Support and be included on the SEND register.

Individual Provision Maps (IPMs) are used where appropriate to record planned provision and review its impact. All children accessing Jeffers have an IPM; not every child on the SEND register requires one.

Where needs are significant and support remains insufficient despite relevant, purposeful action, the school or parents may request an Education, Health and Care (EHC) needs assessment from the local authority. Parents can request an assessment themselves; the local authority decides whether the statutory assessment criteria are met.

Reviewing the SEND register

Where a child makes sustained progress and no longer needs special educational provision additional to or different from that ordinarily available, we may consider removing them from the SEND register. We discuss this with parents, consider assessment information and continue monitoring progress. Support can be reconsidered if needs change.

Looked-after and previously looked-after children

Jacqui Bennett is also the Designated Teacher for Looked-After and Previously Looked-After Children. She helps coordinate SEND, safeguarding and wider educational support with carers and relevant professionals. For looked-after children, this includes Personal Education Plans (PEPs) where applicable.

5. How Do We Involve Parents, Carers and Children in Decisions About SEND?

Parents and carers know their children well. We listen to their concerns and involve them in decisions about assessment, provision, outcomes and review. The class teacher is usually the first point of contact, with the SENDCo available where additional advice is needed.

For children receiving SEN Support, we provide opportunities to meet with parents at least three times each academic year to discuss progress, planned support and next steps. These discussions may be linked to wider school meetings or arranged separately. Children's views are sought in ways that suit their age and communication needs.

Where a child has an EHCP, the statutory annual review is coordinated with the family, child and relevant professionals, alongside ongoing communication.

Keeping in touch

Depending on individual needs, communication may include home–school contact books, informal conversations, telephone calls, emails or arranged meetings. We agree appropriate approaches with families to share successes, address concerns and promote consistency.

6. How Do We Teach and Support Children with SEND?

Teachers plan ambitious learning and adapt explanations, modelling, tasks, resources and assessment to remove barriers without unnecessarily lowering expectations. Approaches may include visual timetables, Widgit symbols, clear routines, word banks, pre-teaching and revisiting vocabulary, additional processing time, structured scaffolds, accessible technology and adapted resources.

Targeted teaching, individual support or small-group interventions may be provided where needed. Teaching assistants work alongside teachers to support learning while promoting independence rather than unnecessary adult dependence. Provision is adapted and reviewed in response to children's progress.

Jeffers Learning Hub

Jeffers is our flexible Learning Hub for children in Years 3–6 who benefit from more personalised support in aspects of literacy, numeracy and reading. Children access it according to individual needs and return to their usual classes each afternoon. Every child attending Jeffers has an Individual Provision Map. It is part of our inclusive school provision, not a separate full-time placement.

Children may also have access to agreed sensory or regulation resources, quieter working spaces, additional adult support or adapted equipment where appropriate.

7. How Do We Support Children's Social, Emotional and Mental Health Needs?

We use Trauma Informed Schools approaches to help staff understand children's emotional needs and respond with sensitivity, consistency and care. Trusted relationships, a sense of safety and opportunities to talk about worries are central to our approach.

Our pastoral and inclusion team includes Jacqui Bennett, Melanie Hares, Deniz Mills and Helen Humphrey. Children may receive nurture or ELSA support, individual check-ins, opportunities to use designated quiet-reflection spaces or personalised classroom regulation areas.

Targeted interventions

Where appropriate, interventions may include Lego Therapy, Talkabout for Children, social stories and tailored work on communication, emotional understanding and relationships. We also offer additional adult support, supervised clubs or quieter, more structured activities at breaktimes and lunchtimes where needed.

Pupil voice and peer support

Our Wellbeing Squad and pupil mentors contribute to positive relationships, emotional wellbeing and a supportive school community. Children are encouraged to speak to trusted adults and to feel listened to.

Working with external organisations

Where appropriate, we work with local charities, therapeutic services and specialist professionals to help families access support for trauma, bereavement or significant emotional difficulties. Referral routes, eligibility and availability vary. We may also work with health services, including children's mental health services, in consultation with families.

Safeguarding

Some children with SEND may face additional safeguarding vulnerabilities, including barriers to communicating concerns. All staff have safeguarding responsibilities. Our SENDCo, Jacqui Bennett, is also the Designated Safeguarding Lead, supporting a coordinated response to children's needs and safety.

8. How Do We Ensure Children with SEND Can Participate Fully in School Life?

We aim for children with SEND to take part in the full life of the school, including lessons, assemblies, clubs, trips, performances, school events and playtimes. We plan reasonable adjustments and additional support where appropriate, considering individual needs and safety rather than assuming that a child cannot participate.

Our OPAL approach to play, introduced in September 2026, is being developed to offer varied and engaging play opportunities. We consider accessibility, sensory needs, social interaction and additional support as this provision develops.

We take concerns about bullying seriously. Staff respond through the school's behaviour, anti-bullying and safeguarding arrangements, taking account of communication differences, vulnerability and individual needs.

9. How Do We Support Children When They Join, Move Through or Leave Our School?

We share information with families and previous or receiving settings so that children's needs are understood and support can be planned. Transition passports are used from Nursery to Year 6 to capture important information, including children's views.

Whole-school transition arrangements include opportunities to meet new staff and become familiar with classrooms and routines. Children who need more support may have additional visits, visual information, social stories, photographs, personalised discussions or tailored plans developed with families and professionals.

For children with EHCPs, we work with the local authority and receiving settings on phase transfers, including the statutory timetable for naming the next placement.

10. How Do We Work with External Professionals and Specialist Services?

Where needed and with appropriate involvement of families, we seek advice and work with services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, Learning Support, Autism and Complex Communication Needs specialists, sensory or physical needs services, health professionals and children's social care or early help.

Professional advice helps us understand needs, select adjustments and review support. Referral criteria and waiting times vary, and we do not wait for a diagnosis or appointment before taking reasonable steps to support a child in school.

11. How Do We Ensure Staff Have the Skills and Expertise to Support Children with SEND?

Staff receive training and guidance appropriate to their responsibilities. This may include whole-school professional development, targeted training for teachers and teaching assistants, and advice from the SENDCo or external specialists about particular needs.

Jacqui Bennett supports staff in identifying barriers, selecting provision and reviewing its impact. Teachers and teaching assistants work together to put strategies into practice, with specialist input where required.

12. How Do We Monitor and Evaluate the Effectiveness of SEND Provision?

We consider children's progress and experience over time, not only attainment scores. Evidence may include classroom assessment, work, attendance, engagement, independence, wellbeing, pupil and parent views, observations and feedback from professionals.

We review SEN Support through the graduated response, including IPMs where used, and review provision specified in EHCPs through ongoing monitoring and statutory reviews. Teachers, the SENDCo and leaders use this information to adapt provision and identify further actions. Governors provide oversight of SEND arrangements and their effectiveness.

13. How Do We Make Our School Accessible?

We work to make the curriculum, physical environment and school information accessible to disabled children and families. We make reasonable adjustments in accordance with the Equality Act 2010 and do not treat disabled children less favourably because of disability.

All teaching rooms are wheelchair accessible, and accessible toilet and changing facilities are available. Some outdoor routes and Forest School areas present greater accessibility challenges; we consider individual adjustments, alternative arrangements and support to maximise participation.

Where needed, we provide individual mobility support, assistance with moving safely around school, adapted equipment, visual information, Widgit symbols and other accessible resources. We consult families and relevant professionals about appropriate adjustments.

Further details of our planned improvements to physical access, curriculum access and accessible information are set out in the school's Accessibility Plan, available on the school website.

14. How Do We Support Children with Medical Needs and Personal Care?

We support children with medical conditions so that they can access education and school activities safely and as fully as possible. Where appropriate, we work with families and healthcare professionals to develop and implement Individual Healthcare Plans (IHPs), including arrangements for medication, emergencies and staff training.

Having a medical condition does not automatically mean that a child has SEND, although some children have both medical and special educational needs. We coordinate arrangements where needs overlap.

Personal care and intimate care are provided sensitively, respectfully and with appropriate safeguarding arrangements, following the school's Intimate Care Policy and relevant individual plans. Accessible toilet and changing facilities are available.

15. How Do We Support Admissions and Respond to Concerns or Complaints?

We welcome enquiries from families of children with SEND and disabilities. Admission arrangements are applied fairly, without unlawful discrimination. For children with EHCPs, placement decisions follow the statutory local authority consultation and naming process. We consider reasonable adjustments and individual needs when planning a child's admission and support.

If you have a concern about SEND provision, please speak to the class teacher first. If it remains unresolved, contact Jacqui Bennett (SENDCo) and then Amanda Bradley (Headteacher). Formal complaints can be made through the school's Complaints Policy, available from the school or its website.

Families can also seek free, impartial advice from SENDIASS. Disagreements relating to EHC assessments or plans may have separate local authority mediation and appeal routes; advice on these is available through the local authority, SENDIASS and IPSEA.

16. Where Can Families Find Further Information and Support?

Our school website provides the SEND Policy, Accessibility Plan and relevant school policies, including Admissions, Complaints, Intimate Care, Safeguarding and Child Protection, and Supporting Pupils with Medical Conditions. Our Inclusion and SEND webpages also signpost useful local and national organisations.

Essential contacts and information

SENDCo: Jacqui Bennett — jbennett@bewdleyprimary.worcs.sch.uk
Headteacher: Amanda Bradley — head@bewdleyprimary.worcs.sch.uk
School telephone: 01299 403796 office@bewdleyprimary.worcs.sch.uk
Worcestershire SEND Local Offer: https://www.worcestershire.gov.uk/sendlocaloffer
Worcestershire Graduated Response: https://www.worcestershire.gov.uk/graduatedresponse
Herefordshire and Worcestershire SENDIASS: https://www.hwsendiass.co.uk
IPSEA (independent SEND legal information): https://www.ipsea.org.uk

If you would like help understanding this report or accessing information in a different format, please contact the school.