



# Inkberrow Primary School

## Special Educational Needs & Disability Information Report

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<b>Date Last Reviewed</b>	<b>Autumn 2025</b>
<b>Review Schedule</b>	<b>Annually</b>
<b>Headteacher</b>	<b>Glenn Duggan-Seville</b>
<b>SENDCo :</b>	<b>Mrs Charlotte Ellis &amp; Miss Abbie Holliday</b>

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<b>2025/26 Key Information</b>	
<b>SEND Coordinator (SENDCo) in School</b>	Mrs Charlotte Ellis & Miss Abbie Holliday
<b>SENDCo Contact details</b>	<b>Email:</b> sendco@inkberrowprimary.worcs.sch.uk
	<b>Telephone:</b> 01386 792284
<i>A SENDCo, or special educational needs co-ordinator, is the school teacher who is responsible for assessing, planning &amp; monitoring the progress of children with special needs / SEND</i>	
<b>When was this report last updated</b>	Autumn 2025
<b>Where to access the Local Authority's SEND Offer</b>	<a href="https://www.worcestershire.gov.uk/council-services/schools">https://www.worcestershire.gov.uk/council-services/schools</a>
<i>The Local Offer provides information for children &amp; young people with special educational needs (SEND) &amp; their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health &amp; social care.</i>	
<b>Where to access the school SEND policy</b>	School Website - <a href="https://www.inkberrowprimary.worcs.sch">https://www.inkberrowprimary.worcs.sch</a>
<i>The SEND Policy is the most important document that a school develops when determining how they will meet the special educational needs of Pupils. It must reflect the statutory requirements &amp; the actual practice of the school.</i>	
<b>Where to access the School Accessibility Plan</b>	School Website - <a href="https://www.inkberrowprimary.worcs.sch">https://www.inkberrowprimary.worcs.sch</a>
<i>The accessibility plan should cover the below 3 areas.</i>	
<i>How the school will:</i>	
<ol style="list-style-type: none"> <li>1. Increase the extent to which disabled pupils can participate in the curriculum</li> <li>2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and</li> <li>3. Improve the availability of accessible information to disabled pupils.</li> </ol>	
<b>Areas of need as identified in the SEND code of practice report</b>	
Area of need	Do we provide provision for this area of need?
Communication & Interaction	Yes
Cognition & Learning	Yes
Social, Emotional & Mental Health	Yes
Sensory &/or Physical Needs	Yes

### **How we identify if a child needs additional support**

At Inkberrow, we identify children with SEND as early as possible. This is achieved through links with Early Years settings, parental communication and regular monitoring and assessment throughout the academic year.

Class teachers will share their concerns with the SENDCO if a child is not making adequate progress despite high quality inclusive teaching.

The following will be taken into consideration;

- Teacher assessment and experience of the pupil.
- Information on pupil progress, attainment, attendance and behaviour.
- Individuals development in comparison to their peers.
- The views and experience of parents / carers.
- The child's own views.
- Advice from external support services and standardised tests.
- Information from a previous setting that may add additional information.

A clear and defined system for identifying and acting upon SEN is set out in the Code of Practice on the identification and assessment of special educational needs. When a child is identified as needing SEN support, we identify the barriers and adopt a graduated approach applying as "assess, plan, do, review" cycle.

### **How we will consult parents & children & involve them in their education**

At Inkberrow, we value the importance of building positive relationships with parents and families. Where pupils are identified as needing additional support, parents are given the opportunity to discuss and be involved in the assessment and review process.

Support that we also offer;

- Introductory meetings with the SENDCO and Class Teacher.
- School visits.
- Learning Plans with agreed targets.
- Parent/Carer and teacher meetings including updates from professionals.
- Annual Review/transition meetings.
- Involvement of parents in changes in school through informal and formal consultations.
- Informing parents of any concerns and the action the school is taking. Parents are encouraged to share information and knowledge with the school.

### **How we will assess & review pupils with SEND progress towards outcomes**

Throughout the year, pupils are continually monitored by his/her teacher, Mr Duggan Seville, the SEND team and external agencies.

Every term their progress is reviewed and individual learning plans are updated. This indicates progress made or not made against individual targets.

Every half term intervention programmes are reviewed and are evaluated against the impact made.

Pupils with cognition and learning difficulties have individual continuum's which should be used by his/her class teacher to inform individual planning.

### **How we will support children in moving between phases of education & / or preparing for adulthood**

We acknowledge that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If a child is joining us from another school/setting;

- The child will be able to visit our school and stay for a taster session.
- If necessary, a transition book will be made to support the child.

When moving classes in school;

- Information will be passed on to the new class teacher in advance and in most cases a transition meeting will be arranged.
- The child will have multiple opportunities to meet new members of staff and to become familiar with their new classroom and surroundings.
- Further transition activities will be planned if necessary to support the individual child's needs.

If the child is moving to another school;

- We will make sure that records about the child are passed on.
- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for the child. Often meetings with the new SENDCo will take place.
- We shall build in opportunities to have additional visits for individual pupils.

### **Our approach to teaching children with SEND & how we adapt the curriculum & learning environment for pupils with SEND**

- The class teacher will provide adapted learning opportunities that will aid the pupil's academic progression by ensuring that the needs of all pupils are met.
- Specific resources and strategies will be used to support the child individually and in groups.
- Parents will be informed of any concerns and the action school is taking. Parents are also given recommendations to follow at home and are strongly encouraged to follow these. They are also encouraged to share information and knowledge with the school.
- We carefully consider the needs of each individual and then ensure that equipment used is accessible to all children regardless of their needs. Key words, visual timetables, visual overlays and English and Maths resources are used across the school to support learning as appropriate.
- Use a range of teaching styles which recognise the individual learning styles of children in the class.
- Small groups interventions.
- Differentiate appropriately to match tasks to individual ability.

### **How we train our staff who provide support to pupils with SEND & the existing expertise they have**

- Mr Duggan Seville supports the teachers and SENDCo in coordinating provision for children SEND.
- Inkberrow has a training plan for all staff to improve teaching and learning of children including those with SEND, this includes whole school training on SEND issues such as ASD, Dyslexia etc.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in school.
- We have a culture of sharing good practice and expertise which enable us to ensure our staff have as much knowledge as possible to support children.
- We work with schools with the Avonreach Academy Trust to make the most of training opportunities.

## How we evaluate the effectiveness of the provision made for pupils with SEND

The effectiveness of our provision for pupils identified as having special educational needs is carried out in the following ways:

- Classroom observation (SENCO, Head Teacher, SEND Governor)
- Work sampling (SENCO, Head Teacher)
- Scrutiny of planning (Head Teacher, SENCO)
- Information feedback from all staff
- Pupil Interview
- Pupil Tracking (Head Teacher, SENCO)
- Pupil review meetings and records of review meetings (SENCO)
- Monitoring ILP targets and Pastoral Support Programmes
- Attendance records

Assessment and record keeping procedures aim to ensure that pupils with SEND are working at the appropriate levels for any given Attainment Target and Programme of Study. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents.

## How we encourage & enable pupils with SEND to engage with activities available to pupils with no SEND requirement

It is recognised that support within the classroom has its place, as does withdrawal in certain circumstances. We aim for integration in all areas as far as is reasonably practicable, as regular withdrawal will affect access to the curriculum.

Class teachers are responsible for their own organisation and teaching styles, but it is recognised that differentiation of work will be a necessary tool for the accommodating of children with SEND in the classroom. To further integrate children with physical SEND in particular, support staff are employed on a needs basis.

Strategies which are used to enable access to the National Curriculum for all children are:

- Adaptations of the curriculum to match tasks to ability.
- Grouping of children according to ability.
- Use of a range of teaching styles.
- Use of TAs to provide additional support.
- Small withdrawal group and 1:1 teaching.
- Accessibility to resources to support pupils.
- Peer group support through mixed ability grouping.
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- In-Service training for all staff on the needs of children with SEND.

## Number of pupils who have an EHCP (Education and Health Care Plan) who will leave school this year

0

**How we engage with other bodies such as health, social care & LA support services in meeting a pupils SEND requirements & supporting their family**

A range of support services are involved with children at Inkberrow Primary School. We have visits from Speech and Language Therapists, Occupational Therapists and other specialist support. The SENCo keeps a file listing support services for each child and containing an up-to-date timetable of when various services are in school.